

## (MR. SPEAKER)

of candidates is equal to the number of seats to be filled in, the following members are declared elected and consequently there will be no election in this behalf.

Sriyuts:--

- 1 Ghouse Mohiyuddin
- 2 B. L. Gowda
- 3 M. N. Krishna Singh
- 4 T. Madiah Gowda
- 5 G. Rame Gowda
- 6 D. M. Siddiah
- 7 P. Venkatagiriyappa
- 8 D. Venkataramiah.

**BUDGET ESTIMATS FOR  
1962-63.**

**VOTING OF DEMANDS FOR GRANTS**

**Demand No. 17—28. Education.**

(Debate Continued.)

**Mr. SPEAKER.**—Before I call upon the Hon'ble Minister for Education to reply, will he kindly tell me what time is required by him? Yesterday he was pleased to take some considerable time for making two statements, that is encroaching a little upon the rights of the members. I am inclined to give fifteen minutes for three members at the rate of five minutes each.

**Sri S. R. KANTHI** (Minister for Education).—I want to make one point clear. Before I give a reply, the Deputy Minister for Education also wants to give a reply on primary education.

**Mr. SPEAKER.**—I have no objection provided the time limit is not exceeded.

**Sri GANJI VEERAPPA** (Harihar).—Yesterday, I did not conclude my speech.

**Mr. SPEAKER.**—Then please conclude your speech immediately.

**Sri GANJI VEERAPPA** (Harihar).—Yesterday at the end of my speech, practically I was referring to certain conditions prevailing in the Law College, Bangalore. So far as this College is concerned, all of us know that it is housed in a very samll building and it is

necessary for the Government to think of providing a suitable building for this College. Tbis time there are 1200 applicants and I am told that the accommodation there is for 550 students only and under these circumstances, neglecting the very importang thing of providing a suitable buildint for the Law College will tell upon the work of the College this year.

Another important matter that I wish to bring to the Minister's notice is that there are thirteen members on the staff, out of whom only two are permanent members of the staff including the Principal and as for the eleven members of the staff though some of them have been working for the last nine to ten years, they have not been confirmed and the term is being renewed year after year. I do not know why these people have been kept on probation and the term is being renewed year by year. Another danger is, there is age limit prescribed; for partt-ime Assistant Professors forty-five years and for part-time Professors fifty years. If you apply this rule, there is the risk of some of the people who have worked for so many years, being discontinued. If other conditions are equal, namely if they are found efficient and they possess all qualifica- tions, I do not know why they should not be confirmed. There are two stand- dards for appointment. The Uni- versity has prescribed certain qualifica- tions for the appointment of part-time Assistant Professors and Professors. Government has fixed another kind of qualifications for the appointment of this category of Professors and Assis- tant Professors. There must be one rule, whether the Government rule should be followed or the University rule. I know that Government and the University have agreed upon a certain set of rules for the appointment of part-time Assistant Professors and Professors. It is very necessary that Government should either fall in line with the University or the University can prescribe the required qualifica- tions for this category of appointments. It is high time that Government examined this question and took some decision. Otherwise, all these part time

Professors and Assistant Professors run the risk of losing the jobs. I think all of them are competent and qualified and they may be continued not year by year but for a pretty length of time or they may be made permanent. That is with regard to the Law College.

Another suggestion I want to make is, about the recently started M.L. course. It is very necessary to have proper staff; otherwise efficiency will suffer. No research facilities are provided and there is no good library for students. When you think of starting M.L. course, is it not necessary to provide all facilities? I suggest that this should be attended to immediately.

త్రీమతి కే. ఎస్. నాగరక్కుమ్మ (గుంపు పేటి).—మాన్య అయిష్కరే, నన్నె మాతనామలు బిదు నిమిష అపకాత కొఱిచ్చి అష్టర్లిస్టుఎ న్ను భాషావాను. మాగిసలు ప్రశ్నతే మాము తేనే. కుగాగా ఎంచో జన సదచరు ఎలి వేంటి ఎబ్బుకేషణ మేల్రీ వాతనాదివారి. ఆధరింద అదర బగ్గె నాము హేచ్చిగే హేశబ్బికాగిప్పి. Complusory education విచారధై బిదు మాతన్ను తి నంచిఫి దస్తి బకచ వ్వన దింద హేశబ్బికిగి. నన్ను తార్వుకినిస్టుఎ అన్నేక కచే పూలి ఇప్ప. న్నుపు ఇదరూ కష్టిద బిల్ల, ఇశ్శిస్సాముంటిల్ల, ప్రస్తకగిప్పి, తిక్కరిప్పి జ్ఞానపేక్షన్ మాదివ న్నాచ్చ కాద డిల్ల. కెలపు నాతిగిగి మాక.ఇ హోగ.త్రిప్లి, తి రీతి తారి స్థితి ఇదరే మాక్కలి విద్యాభ్యాస మాది సమయ కేగే? యావ రీతి జ్నన్ ముంచే మాక్కలి విద్యాభ్యాస మాదిని తుర్రేలి గొత్తిప్పి. అదరప్పియూ హెస్సు వచ.క్ల విద్యాభ్యాస దిచారా నన్ మానసిగే బకచ సోచసుంపిమాము తీటి. హేశ్శామాక్కలు పోదలు ఏద్దుపంతరాగచేసుకు అవరా వుండికి చరచేసుకు ఎందు ప్రస్తుతి. ఏనిప్పటి హేశ్శాతారే, మాముమాత్తిగశా హేశ్శాతారే. ఎల్లరూ ఇచ్చేఇ హేశ్శాతారే. అదరి హేశ్శామాక్కలి విద్యాపంత రాగి నమాజదల్ల నరిపమాన స్తాన పడేయుచ దివశ ఎందు బరుత్తే దయో గొత్తిప్పి. హేశ్శామాక్కలి విద్యాభ్యాసకే ఎల్లి అనుకూల మాది కేసిచేసేందు హేశ్శాకేనే. ఒప్పి గందు చుగు విద్యాపంతనాదరే అదు అవన మాష్టిగే అగుత్తదే. అదే హేశ్శామాక్కలు ఏదూ వాతరా దరి బిదు చుపుచు విద్యాపంతమాద హాగి ఆగు త్తదే. అవరా మనేశు ఎల్లి మాక్కలిగూ ఏద్దా కలనుతారే అదుదరింద హేశ్శామాక్కలి విద్యాభ్యాసక్కు సిగా కొలదచేకేంద క్లేశికాలా త్తేఇ. హేశ్శామాక్కలి దూబ్బాభూసద విచారధై పెనును కచ్చినిల్లి ఎందు వాది బచ్చి చేర్చుచును అవరన్ను నేపాక వాదిదిరి. అదరే జాస్తి పెను కేలన నడెచిల్ల, అద రింద దయుచ్చిల్ల ఇదకే హేచ్చి సిగాకొదబేసుకే ఎందు హేశ్శాకేనే.

ಹೆಣ್ಣುಮಾತ್ರಾ ವಿವಾಹಾನ ಹೆಗೆ ಹೆಚ್ಚು ಪ್ರಗತಿ ದಾಯಿಕವಾಗಬೇಕು ಎನ್ನುವುದಕ್ಕೆ ನಾನೂಂದು

ನಾವನೆ ದೂರದ್ವಾರೆ ಇಂತಹ ಸ್ವತ್ತಿನೇ. ಹೆಣ್ಣು ಮಂಕುಳಿಗೆ ಕೆಂಪತಕ್ಕ ಶಿಕ್ಷಣದ ಏರ್ಪಾಡು ಮಾಡಲಿಲ್ಲಿಗೂ free education ನಾಕ್ಕಿರುತ್ತದೆ ಹಿನ್ನೆಸಿ ಕೊಡುವೇಕು. ಹೆಣ್ಣು ಮಂಕುಳಿ ಒಂದು ವಿವಾಹವನ್ನು ಮಾಡಿಕೊಂಡು ಬಂದರೆ ಅವರ ಸುಕ್ರೋಂಟ್ ಸೋಗುತ್ತದೆ. ಇನ್ನು ಅವರಿಗೆ ಕೊಡುವ ನ್ಯಾಲ್ಪರ್ಫಿಡ್ ನಮ್ಮೆಬಿರ್, ಡಿಸ್ಕೆಬಿರ್ ಅವಧಾರಿಸಿದ್ದ ಅಂಗಳಪ್ಪುಜ್ಞಾನಿ ಕಾರಣ ಸಿಕ್ಕುವ ದಿನ. ಈ ರೀತಿ ನ್ಯಾಲ್ಪರ್ಫಿಡ್ ಫ್ರೀಇಪ್ ಸಿಕ್ಕುದೆಯ ಹೋದರೆ ಅರುವ ನ್ಯಾಲ್ಪರ್ಫಿಡ್ ಕೇಂದ್ರಿಕ್ ಹೋಗುವ ನಾವಿಂಬಿನ್. ಅವರು ನಮ್ಮು ಮನೆಯ ಬಾಗಿಲಿಗೆ ಬಿಂಬಿತ ಅವರಿಗೆ ಕೊಡುವ ಅಂತರೆ ಅಂತರೆ ಅರುವ ನ್ಯಾಲ್ಪರ್ಫಿಡ್ ನಮ್ಮೆಬಿರ್, ಡಿಸ್ಕೆಬಿರ್ ಅವಧಾರಿಸಿದ್ದ ಅಂಗಳಪ್ಪುಜ್ಞಾನಿ ಕಾರಣ ಸಿಕ್ಕುವ ದಿನ. ಈ ರೀತಿ ನ್ಯಾಲ್ಪರ್ಫಿಡ್ ಫ್ರೀಇಪ್ ಸಿಕ್ಕುದೆಯ ಹೋದರೆ ಅರುವ ನ್ಯಾಲ್ಪರ್ಫಿಡ್ ಕೇಂದ್ರಿಕ್ ಹೋಗುವ ನಾವಿಂಬಿನ್. ಅವರು ನಮ್ಮು ಮನೆಯ ಬಾಗಿಲಿಗೆ ಬಿಂಬಿತ ಅವರಿಗೆ ಕೊಡುವ ಅಂತರೆ ಅಂತರೆ ಅರುವ ನ್ಯಾಲ್ಪರ್ಫಿಡ್ ನಮ್ಮೆಬಿರ್, ಡಿಸ್ಕೆಬಿರ್ ಅವಧಾರಿಸಿದ್ದ ಅಂಗಳಪ್ಪುಜ್ಞಾನಿ ಕಾರಣ ಸಿಕ್ಕುವ ದಿನ. ಈ ರೀತಿ ನ್ಯಾಲ್ಪರ್ಫಿಡ್ ಫ್ರೀಇಪ್ ಸಿಕ್ಕುದೆಯ ಹೋದರೆ ಅರುವ ನ್ಯಾಲ್ಪರ್ಫಿಡ್ ಕೇಂದ್ರಿಕ್ ಹೋಗುವ ನಾವಿಂಬಿನ್.

వరదయైవుడాగి శాలీగే కశ్యిషువుడకే మాక్షిషముల్నిన పరిమితి నీ వషట్ 8 తీంగళు ఇరచే కేదు కానూను పూచిప్పిరి. ఈ వషుస్తి నొళగే ఇరతక్క, మాక్షిషున్న స్తోలగే సేరితలు అవకాశస్తులు. కేవల మాక్షిషు 3-4 వషట్టదచరాద కాద రేలిపరిశుస్తుడకే ఒదువడచే, పొరుభిను తెప్ప. అంట మాక్షిషున్న అరువషట వయిశాగు వచరేగి విషేయుట్టు, కొశున్నది కష్టం. మాక్షిషి knowledge బేసేయున్నదచే, బీరీ దారిస్తున్నది హాగే ఆగుత్తదే. చిక్కుపుకట్ట నలువాగి జపా బూర్చి వచిసి త్యక్తి కొడుప అవకాశ వాడి కొడస్తేకు.

ನಮ್ಮುಲ್ಲಿ ಚೆಕ್ಕಿಕೂ ಸ್ವಲ್ಪಲ್ಲಿ ಹೆಚ್ಚಾಗಿಗ್ನಿ. ಏಲ್ಲಾ ದೇಶಗಳ್ಲಿಯೂ ವಿವಾ ದಿನಗ್ಗಳು ಕಾಲೇಜು ತಿಕ್ಕಿನ ಪಡೆದ್ದಾಗಿ ಮಾನಸ್ತರು ನ್ಯಾಲ್ ಮಾನಸ್ತರು ಅಗುವುದಕ್ಕೆ ಪ್ರಯುತ್ತ ಪಡುವದಿಲ್ಲ. ಕಾಲೇಜು ತಿಕ್ಕಿನ ಪಡೆದ್ದರು ತಮ್ಮ ಕಾಲನೇಲ್ಲೇ ತಾವೇ ನಿಲ್ಲುದಕಾಗೆ ತಮ್ಮ ಅಕಾರಾವಮ್ಮೆ ತಾವೇ ತಮ್ಮ ಕೆಯಿಲಂದ ದುಡಿದು ನುಹಾದಿಪಂಪ ಹಾಗೆ ಪ್ರಯುತ್ತ ಪಡುತ್ತಾರೆ. ನಮ್ಮ ದೇಶದಲ್ಲಿ ಅಂಥ ಹರಿಷ್ಯಾಂತಿಯುವುದಿಲ್ಲ. ಇದು ನಮ್ಮ ದುಡೆವದ. ಕಾಲೇಜಿಗಳಿಗೆ ಹೊಗಿ ಗ್ರಾಂಜ್‌ಸ್ಟ್ರೀಟ್‌ನಲ್ಲಿ ಬಂದಿದೆ. ಇದನ್ನು ತೆಪ್ಪಿಸು ಅದಮ್ಮ ಹೆಚ್ಚಾಗಿ ಮಾಲ್ಯ ಪಡೆಸ್ತ ಚೆಕ್ಕಿಕೂ ಸ್ವಲ್ಪಲ್ಲಿ ಅನ್ನು ಬಾರಂಭಿಸಬೇಕು. ಅಂದರೆ ಪರಿಸ್ಥಿತಿ ಸುಧಾರಿಸುತ್ತಾದೆ. ನಮ್ಮ ಗುಂಡು ಪೇಚಿ ತಾಲ್ಲೂಕಿನಲ್ಲಿ ತರಕಾರಾಬಿಯಲ್ಲಿ ಬಂದು ಹೈಸ್‌ಸ್ಕೂಲನ್ನು ಒದಗಿಸಿಕೊಟ್ಟಿದ್ದಾರೆ. ಅದರ ಜನ್ಮ ಮುಂಜೂರು ಮಾಡಬೇಕು. ಎಲ್ಲ ಕಡೆಗೂ ಹಿಂದೀ ಅಭ್ಯಾಸ ಮಾಡಿಸಬೇಕೆಂದು ಕ್ರಾಧ್ಯಾಕ ಶಾಲೆಗಳಲ್ಲಿ ಕಡಾಯಿ ವಾಗಿ ಹಿಂದೀ ಕಲನುತ್ತಿದ್ದಾರೆ. ಅದರೆ ಹಿಂದೀ ಕಲನು ಪಡಕ್ಕೆ ತಿಕ್ಕಿಕರಿಲ್ಲ. ೧೯೫೪ರಲ್ಲಿ ಮಾಡಿದ ಸರಕಾರಿ ಆಕ್ರೋಯ ಪ್ರಕಾರ ಎಷ್ಟೂ ಜನ ತಿಕ್ಕಿಕರು ಹಿಂದೀ ಪರಿಕ್ರೇಷ್ಟ ಪಾರಾಗಿದ್ದಾರೆ. ಅದರೆ ಅಂಥವರಿಗೆ ಶಲ್ಪ ವಿಲ್ಲ. ಅಂಥವರನ್ನು ಹೈಸ್‌ಸ್ಕೂಲ್‌ಗಳಿಗೆ ತಿಗ್ದರೆ ಕೊಳ್ಳಬಹುದು. ಇಂಥಿದ್ದರೆ ಬಿಬ್ರಾ ಮಾಡಿದ ಹಣ ಪ್ರಭವಾಗುತ್ತದೆ.

ଅଦିମେହୀ ବିଜୁଯାର୍ ଏଜ୍ଞୁକେପନ୍ ଏଠବାଦୁ  
ପୋଦପୁ ଜୁଦିତୁ. ନମ୍ବୁ ନରକାର ଅଦର ମୁହୂର୍ତ୍ତେ  
ପାନ୍ତି ତିଳଦୁର୍ବାଳିକାଂଦିଲିହେବେନ୍ଦୁ କାଳୁତ୍ତାଦେ. ଜୁଦକ୍ଷେ  
ଗମନ କେବଳହେକିଏନ୍ଦୁ କେଇକାଳୁତ୍ତିନେ.

(ಶ್ರೀಮತಿ ಕೆ. ಎಸ್. ನಾಗರತ್ನಮ್ಮೆ)

Fine Arts collegeನ್ನು ಮುನ್ಸೂರಿಗೆ ಕೊಡುಕೇರೆ. ಈ ಒಂದು ಅಭಿರಾಷ್ಟ್ರಾನ್ನು ಸರವೇರಿ ಕೊಡುಕೇಂದು ಕ್ಯಾಲೆಕ್ಟಾಳ್ಯುತ್ತೇನೆ. ಹಣ ಒದಗಿಸಿದ್ದಾರ್ಥ. ಅದರೆ ಟೀಚರ್ ಇಲ್ಲ. Women's Teachers Training Collegeನ್ನು ವೇಷ್ಣೂರಿನನ್ನು ದೇಂಡ್ರಿದಾಗಿ ಕಟ್ಟಿಸಬೇಕು ಅಗ ಬುಕ್ ಕಿಷ್ಟಿಂದಂದಾದ ನ್ನು ಇಲ್ಲಿದೆ.

ಅಗ ಇರವ ಸಾಲರ್ ಪಿಟ್ ಕಮಿಟಿ ಗೊತ್ತು ಚಾಡಿ ಎಂಬು ಪರ್ವತಾಂತರ. ಅಗ ಉದನ್ನು reconstitute ಮಾಡಬೇಕು. ಲಿಕ್ಕರ ಅಲ್ಲಾನ್ ಕ್ರಾ ವೀರಾರಾಲ್ಲಿ ಶ್ರೀ ದಾಕ್ಷಿಣಾ ನವದಾ ಬೇಕಾದಪ್ಪು ಕೇಳಿಲ್ಲ. ನಾನು ಹೆಚ್ಚಿಗೆ ಹೇಳುವ ಅವಶ್ಯಕತೆ ಕಾಣುವದಿಲ್ಲ. ಎಲ್ಲರೂ ಅವರವರ ನ್ನುಂಟ ಸ್ಥಳ ದಂತಲು ಬ್ರಜ ಸಾತ್ತವರ ಅದರೆ ಈ ಬಗೆ ಪ್ರಾತಿಳಿನೆ ನವೆಸಿ ತತ್ಕಾರ್ಪಾ ತೆಗೆದುಕೊಳ್ಳಬೇಕು ಎಂದು ಹೇಳುತ್ತೇನೆ ನಾನೆ ಮಾಡಾದಲು ಅವಶ್ಯಕ ಕೊಟ್ಟಿದ್ದ ಕ್ಷಾಯಕರನ್ನು ಉಂದಿನಿಂದ ನನ್ನ ಭಾಷೆನನ್ನು ಮಂಗಿಸುತ್ತೇನೆ.

ತ್ರೀ ಕೆ. ಪಿ. ರೇಖಣಿದ್ದಪ್ಪ (ತಪಳಿಂಬ).— ಮಾನ್ಯ ಅಧ್ಯಕ್ಷರೇ, ಈಗ ಈ ಮಾಂತ್ರಿಕ್ ಪರ್ವತ ಮಂತ್ರಿಗಳಲ್ಲಿ ಕಲಪು ವಿಷಯಗಳನ್ನು ಅರಿಕೆ ಮಾಡಿಕೊಳ್ಳಲ್ಲಿನ್ನೇನೆ. ವಿದ್ಯಾ ಇಲಾಖೆಯುಂದ ನಾಮಾನ್ಯ ಜನರ ವಿದ್ಯಾ ಸ್ವಾರಾದಸೆಗೆ ಅವಕಾಶ ಸಿಕ್ಕುವುದೇ ಬಹಳ ದುರ್ಭಿಷ್ಟವಾಗಿದೆ. ನಮ್ಮ ಎಲ್ಲ ಬಾಲಕರೂ ವಿದ್ಯಾ ಪಂಕರಾಗಬೇಕು, ಅವರ ವಿದ್ಯಾಭೂ ಸಕ್ರಾಂತಿ ನಮ್ಮದೇ ಶರದಾಲ್ಲಿ ಎಲ್ಲ ಪ್ರವೇಶ ಮಾಡಿದೆ ಇಂದು ಹೇಳುತ್ತಾರೆ. ಅದರೆ ಶಾಸ್ತ್ರಾಗಿ ಹೋಗತಕ್ಕಾರ ವರ್ಷಕ್ಕೆ ಮಾತ್ರ ಅರು ವಿಶ್ವಾಕ್ಷರ ಕಡವೆಯಲ್ಲಿದೆ ಎಂದು ಇದೆ. ಇದ್ದುದೇ ಎಷ್ಟೇ ನಾರ್ಥಾನ್ನು ಕೊಟ್ಟಿದ್ದರೂ ಅಲ್ಲಿ ಉಪಾಧ್ಯಾತ್ಮಾ ಯಾವಾಗಳಾಗಿ ಮಾಡಿದ್ದ ಮಾನ್ಯ ಗಳಾಗಳಲ್ಲಿ ಯಾವ ಕಾಂತಿಯಿಂದಿರುತ್ತಿದ್ದು ಇಲ್ಲಿದೆ ಕಂಡಗಳನ್ನು ಕಟ್ಟಿಸಿತ್ತಾರೆ. ತಮ್ಮ ಮಾತ್ರಾಗಿ ವಿದ್ಯಾ ಭಾಷ್ಯಾಸದೋರೆ ಅವರು ಮುಂದೆ ಬುಬುವುದಕ್ಕೆ ಅವಶ್ಯಕ ಮಾಡುತ್ತಾರೆ. ಗಾ ಮಾನಾಕರ ಪ್ರದೇಶಗಳಲ್ಲಿ ಶಾಲಾ ಕಟ್ಟಿದ್ದಗಳನ್ನು ಕಟ್ಟಿಸಬೇಕು ಎಂದರೆ Local contribution, taluk board contribution ಕೊಡಬೇಕು ಎಂದು ಹೇಳಿತ್ತಾರೆ. ವಿದ್ಯಾಭ್ಯಾಸಕಾರಿ ಎಷ್ಟೇ ಹಣ ಖಚಿತ ಮಾಡುತ್ತಾರೆ. ನಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳು ಪಾಸಾಗಿರುವದನ್ನು ನೋಡಿದರೆ ಗೇನ್ ಮಾರ್ಕೆಟ್ 15 ಎಲ್ಲ ನೇರಿ ೨೫ ರಾಂಸೆಂಟ್ ಪ್ರತಿ. ನಾವು ಖಚಿತ ಮಾಡತಕ್ಕ ಹಣದಲ್ಲಿ ಮುಕ್ಕಾಯಿ ಭಾಗ waste ಆಯಿತು. ನಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳು ಎಲ್ಲರೂ ಪಾಲಾಗತಕ್ಕ ರೀತಿಯಾಗಿ ವಿದ್ಯಾಭ್ಯಾಸನ್ನು ಕೂಡಬೇಕೇ ನಿನಾ ನೆಷ್ಟ್ ಮಾತ್ರಕ್ಕೆ ದೇಶದಿಂದ ಜನಕೆಯ ಕಣ್ಣು ಬರಿಸುವುದಕ್ಕೆ ಇಂಜ್ಞಿನಿಯಲ್ಲಿ ಹಣನ್ನು ಖಚಿತ ಮಾಡುತ್ತಿದ್ದೇ ಇಂದು ಹೇಳಬಾರದು. ಮಾತ್ರಾಗಿ ವಿದ್ಯಾಭ್ಯಾಸನ್ನು ದೊರ ಕಿನಿ ಕೊಡಲು ಕೋಟಿ ಅತ್ಯಂತರ ರೂಪಾಯಿಗಳನ್ನು ಖಚಿತ ಮಾಡುತ್ತಿದೆ ಇಂದು ಹೇಳಬಹುದು. ಅದರೆ ನೀವು ಖಚಿತ ಮಾಡುವ ಹಣಕ್ಕೆ ನಾನ್ಯಾಯವಾದ ಪ್ರತಿ ಪಲ ದೊರೆಯುತ್ತಿದೆ ಇಲ್ಲವೇ ಎಂಬಿದನ್ನು ನೋಡಬೇಕು.

ಆರು ವರ್ಷದೊಳಗೆ ಏನೇಸು ದುರಭ್ಯಾಸ ಗಳಿವೆ ಹೋ ಅದುಲ್ಲಿ ಅವಶ್ಯನ್ನು ಕಲಯುವುದಕ್ಕೆ ಅವಕಾಶ ಕೊಟ್ಟಿಕಾಗಿ ಆಗಿದೆ. ಬ್ರಾಹ್ಮಾತ್ಮಾರ ವಿದ್ಯಾ ಭಾಷ್ಯಾಸನ್ನು ಸಾರಿಗೆ ತಂದಿದ್ದೇವೆಂದು ಹೇಳಿತ್ತಿರುತ್ತಾರೆ. ಅದರೆ ಈ ಗಳಾಗಿ ಗಳಿಂತೆ ಕಂಡಿದ್ದ ಮಾನ್ಯ ಗಳಾಗಿ ಮಾಡಬಾಗುತ್ತಾರೆ. ಅದರೆ ಈ ಗಳಾಗಿ ಗಳಿಂತೆ ಮಾನ್ಯ ಗಳಾಗಿ ಮಾಡಬೇಕು. ಅದರೆ ಈ ಗಳಾಗಿ ಜುಲ್ಲಾನೆ ಹಾಕುವಧರಕೆ ಅವಕಾಶವಿದೆ. ಅದರೆ ಉಪಾಧ್ಯಾತ್ಮಾ ಯಾರಿಗೆ ಜುಲ್ಲಾನೆ ಹಾಕಬೇಕು ಎನ್ನುವ ದ್ವೀಪ ನಕಾರ ರೀತಿಯಲ್ಲಿ ಕೀರ್ತಿ ಇದೆ. ೨೧ ವರ್ಷಾರ್ಥಿಗಳಿಗೆ ಬಬ್ಲ ಉಪಾಧ್ಯಾತ್ಮಾ ಯಾರಿಗೆ ಜುಲ್ಲಾನೆ ಹಾಕಬೇಕು ಇವೆ. ನಕಾರ ಪಿಲ್ಲಿ ಕೀರ್ತಿ ಇದೆ. ನಾನ್ಯಾಯವಾದ ಹಣಕ್ಕೆ ನಾನ್ಯಾಯವಾದ ಯೋಜನೆ ವಾಡಬೇಕು.

ಸಬ್ಬೆ ದಿವಿಷ್ಟ್ ಅಫೀನೆಸ್ ಏಂದು ಡಿಂಬಿರ್ ಅಂಗಳಿಗೆ ಹಿಂದೆಯೇ ವೇಗುಸಾರು ಸಂಸಾರಲ್ಲಿ ನ್ನಾತನೆ ಮಾಡಿದಾರೆ. ಅವರ ಅಭಿಃಸ್ ಎಲ್ಲಿದ್ದೆ ಅವಂಗಿ ವಿನು ಉದ್ದೇಶ್ ಗ್ರಾಹಿ ತಿಳಿಸಿಲ್ಲ. ಮಾನ್ಯ ವಿದ್ಯಾ ಮಾತ್ರಗಳೂ ಉತ್ತರ ಪ್ರಾಳುವಾಗ ಈ ವಿಷಯ ಗಳನ್ನು ತಿಳಿಸಿಕೊಂಡು ಅವನ್ನು ತತ್ತೆ ಹಣ್ಣು ಲಬಿಸಿಲ್ಲ. ಅವನ್ನು ತತ್ತೆ ಹಣ್ಣು ಲಬಿಸಿಲ್ಲ. ಕಳಿನಬೇಕು ಎಂದು ಕಾಣಬೇಕು ತ್ತೆ.

ಮಾತ್ರಾ ವಿಭಾಗ ವಿರ್ಯಾಭಾಸದ ಅಧ್ಯಕ್ಷಿಣಿ ಎಂಬ ಒಂದು ಬೋರ್ಡ್ ಇದೆ. ಅಲ್ಲಿ ಕರ್ವಕೊಡೆದು ಎಷ್ಟು ದಿವಸವಾಯಿತ್ತೇ, ಗೊತ್ತಿಲ್ಲ. ಆ ಕೊರಡಿಯ ಬಾಗಿಲು ತಗೆದೆ ಇಲ್ಲ. ವಿಧಾನ ಸೆಧಿದ್ದರೂ ಅಭಿಃಸ್ ಪ್ರಾಣಿ ತಿಯೇ. ಹೀಗಿದೆ. ವಿತಕ್ಕ್ ಸ್ನಾರ ಒಂದು ರೂಪ್ ವೇಸ್ಟ್ ಮಾಡಿದ್ದ ಹೋಗ್ ಗೊತ್ತಿಲ್ಲ. ಇಂದ ಬೋರ್ಡ್ ಗಳಾನ್ನು ಸ್ವಾಸನೆವಾಡಿ ಅ ಸರ್ಕಾರ ಹಿಂಗೆ ಕಾಲವನ್ನು ದುಂಡಿಕೆ ತಳ್ಳಿಕೊಂಡು ಹೋಗ್ ಮಾಡಿರಿದ್ದ ದೇಶಕ್ಕೆ ನಿಬಾರಂಬ ಪ್ರಯೋಜನವಿದೆಯೇ ಎನ್ನುವುದನ್ನು ತಾವ ಗಮನಿಸಬೇಕು. ಅವರಿಗೆ ತಿಂಗಳೆ ರೂ. ೫೦೦ ರೂ. ಕೊಡಬೇಕೆಂಬ ಇಂಜ್ಞಿನಿಯರಿ ನಿರ್ದಿಷ್ಟ ಸರ್ಕಾರ ಕ್ಷಿದ್ದರೆ ಅ ಹಳಬಳಗನು ಅವರ ಮನೆಗೆ ಕಳುಹಿಸಬೇಕು ಬಹುದು. ಈ ಕೊರಡಿಯ ಹತ್ತಿರ ಲೀಪ್ಟ್ ದೇವಿ ರಾಮಾಣ್ ಇದೆ. ರಾಮಾಣ್ ನೂ ಇಲ್ಲ, ಲೀಪ್ಟ್ ಹೇ ವಿಯೂ ಇಲ್ಲ. ಇಂಥದ್ದ ಕೆಲ್ಲ ಮುಂದೆ ಆಕಾಶ ಕೊಡಬೇಕಿ ಎಂದು ಹೇಳಿತ್ತಿನೆ.

ಪ್ರೋವಾರಿ ನ್ಯಾಲುಗಳ ವಿಷಯದಲ್ಲಿ ಒಂಟ್ ಮಾತ್ರ ಸಿಷಿ ಪ್ರದೇಶಗಳಲ್ಲಿ ಯಾವ ಕಾಂತಿಯಿಂದಿರುತ್ತಿದ್ದೇ ಕಂಡಗಳನ್ನು ಕಟ್ಟಿಸಿತ್ತಾರೆ. ತಮ್ಮ ಮಾತ್ರಾಗಿ ವಿದ್ಯಾ ಭಾಷ್ಯಾಸದೋರೆ ಅವರು ಮುಂದೆ ಬುಬುವುದಕ್ಕೆ ಅವಶ್ಯಕ ಮಾಡುತ್ತಾರೆ. ಗಾ ಮಾನಾಕರ ಪ್ರದೇಶಗಳಲ್ಲಿ ಶಾಲಾ ಕಟ್ಟಿದ್ದಗಳನ್ನು ಕಟ್ಟಿಸಬೇಕು ಎಂದರೆ Local contribution, taluk board contribution ಕೊಡಬೇಕು ಎಂದು ಹೇಳಿತ್ತಾರೆ. ವಿದ್ಯಾರ್ಥಿಗಳ ಕಾರ್ಯಕ್ರಮ ಮಾಡಬೇಕಿ ಎಂದು ಹೇಳಿತ್ತಾರೆ. ವಿದ್ಯಾಭ್ಯಾಸಕಾರಿ ಎಷ್ಟೇ ಹಣ ಖಚಿತ ಮಾಡುತ್ತಾರೆ. ನಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳು ಪಾಸಾಗಿರುವದನ್ನು ನೋಡಿದರೆ ಗೇನ್ ಮಾರ್ಕೆಟ್ ೧೫ ಎಲ್ಲ ನೇರಿ ೨೫ ರಾಂಸೆಂಟ್ ಪ್ರತಿ. ನಾವು ಖಚಿತ ಮಾಡತಕ್ಕ ಹಣದಲ್ಲಿ ಮುಕ್ಕಾಯಿ ಭಾಗ waste ಆಯಿತು. ನಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳು ಎಲ್ಲರೂ ಪಾಲಾಗತಕ್ಕ ರೀತಿಯಾಗಿ ವಿದ್ಯಾಭ್ಯಾಸನ್ನು ಕೂಡಬೇಕೇ ನಿನಾ ನೆಷ್ಟ್ ಮಾತ್ರಕ್ಕೆ ದೇಶದಿಂದ ಜನಕೆಯ ಕಣ್ಣು ಬರಿಸುವುದಕ್ಕೆ ಇಂಜ್ಞಿನಿಯಲ್ಲಿ ಹಣನ್ನು ಖಚಿತ ಮಾಡುತ್ತಿದ್ದೇ ಇಂದು ಹೇಳಬಾರದು. ಮಾತ್ರಾಗಿ ವಿದ್ಯಾಭ್ಯಾಸನ್ನು ದೊರ ಕಿನಿ ಕೊಡಲು ಕೋಟಿ ಅತ್ಯಂತರ ರೂಪಾಯಿಗಳನ್ನು ಖಚಿತ ಮಾಡುತ್ತಿದೆ ಇಂದು ಹೇಳಬಹುದು. ಅದರೆ ನೀವು ಖಚಿತ ಮಾಡುವ ಹಣಕ್ಕೆ ನಾನ್ಯಾಯವಾದ ಪ್ರತಿ ಪಲ ದೊರೆಯುತ್ತಿದೆ ಇಲ್ಲವೇ ಎಂಬಿದನ್ನು ನೋಡಬೇಕು.

ಒಂದು N.S.L.C. ನಿಖಿಲ್ ಮೆ-ಟಿ ಸೆಂಟ್ ನ್ಯಾಲು ಕೊಡಲು ಮಂತ್ರಿಗಳನ್ನು ನೋಡಬೇಕೆಂಬ ಬುತ್ತ. M.L.A.ಗಳು ಎಲ್ಲ ವಿಷಯಗಳಲ್ಲಿಯೂ ಒಂದು ಅಗ್ನಿತಾಗ್ರಾಹಿ ಕೆಲ್ಲರೆ ರೂಪಾಯಿಗಳನ್ನು ಬಿಂಬಿ ಮಾಡುತ್ತಿದೆ ಇಂದು ಹೇಳಬಹುದು. ಅದರೆ ನೀವು ಖಚಿತ ಮಾಡುವ ಹಣಕ್ಕೆ ನಾನ್ಯಾಯವಾದ ಪ್ರತಿ ಪಲ ದೊರೆಯುತ್ತಿದೆ ಇಲ್ಲವೇ ಎಂಬಿದನ್ನು ನೋಡಬೇಕು.

ನೋಡಿದೆ, ಅವರು ವಿವಾದಂತಿಗಳಾದ ಪ್ರೇರ್ಯೂ ನೋಡಿದೆ. ಅಪ್ಪುತ್ತಿನ ನಮ್ಮ ಸೂರಿನ ಜನರು ಒಂದು ಬಿನ್ನ ವತ್ತಿಂಬಿನ್ನು ಕೊಡುತ್ತಾಗಲೂ ನೋಡಿದೆ. ಇನ್ನೂ ನುಡಿಗೂ ಮಂಜೂರಾಗಿಲ್ಲ. ೫೦ ಜನ ವಿವಾಹಿಗೆ ರೂಪ ಕಡೆ ಕೊಟ್ಟಿದ್ದಾರೆ. ಇಲಾಜೆಯಲ್ಲಿ ಏನಾದರೂ ಕೆಲಸ ವಾಡಬೇಕಾದರೆ ಒಂದು ನಿತ್ಯ ನಿಖಿಲವಾನಿನ್ನು ಪರಿಸಿ ವಾಡಬೇಕು. ಇದಕ್ಕಿಲ್ಲ ಮಂತ್ರಿಗಳನ್ನು ನೋಡಬೇಕು ಇಂದರೆ ಹೇಗೆ? ನಾವು ಮಂತ್ರಿಗಳನ್ನು ನೋಡಿದರೆ, ಡ್ಯೂರ್ಕುರಿಗೆ ನಿತ್ಯ ಬಿರುತ್ತದೆ. ಅವರು ವಾಡುವ ಕರ್ತವ್ಯವನ್ನು ವಾಡಿದರೆ ಯಾರೂ ಯಾರು ಮನೆ ಬಾಗಿಗಳೂ ಬರುವುದಿಲ್ಲ, ಯಾರಿಗೂ ಕ್ಯಾಬ್ಡ್ಯೂವುದಿಲ್ಲ. ಕಾನೂನಿನ ಪ್ರಕಾರ ಪ್ರತಿಯೊಬ್ಬಿರುಗೂ ನನ್ನುವಾತೆ ವಾಡಬೇಕೆಂದು ಹೇಳುತ್ತಿದೆ.

ತ್ರೀಂಬಿ. ನಂಜಪ್ಪ (ಕಬ್ಬನ್ಹೇಣ).—ನಾರ್ಮಿ, ಇಂದ್ರಾ ನಮ್ಮ ಮುಂದಿರುವ ವಿವಾಭ್ಯಾಸದ ದಿನಾಂಕ, ವಿಚಾರವನ್ನು ಸ್ವಲ್ಪ ವಾತಾನಾದಬೇಕೆಂದಿದ್ದೀನೆ. ವಿದ್ಯಾ ಇಲಾಜೆ ಮಾರ್ಪಾರು ಕೊಟ್ಟಾಂತರ ರೂಪಾಯಿಗಳನ್ನು ವಿದ್ಯಾ ಭ್ರಾಂತಿ ಕೊಟ್ಟಿನ್ನು ರಿಷಿಂಗ್ ವಾಡುತ್ತಿದ್ದಾರೆ. ಇದರಿಂದ ಬಿದವರಿಗೆ ಪ್ರಯೋಜಿಸಾಗುತ್ತಿಲ್ಲ. ನಾನು ಬೆಂಗಳೂರುನಲ್ಲಿ ನಾನಾ ಕಡೆ ಹೊಗೆ ನೋಡಿದ್ದೇನೆ. ಶಾರೀರಿಕ ಉತ್ಪಾದ್ಯಾಸ ಕಾರಣ ಯಾರಿಗೆ ಕಾಳಿತ್ವ ಕೊನ್ನುವಾಡಕ್ಕೆ ಕಂಡೆ ಇದರೆ ಕಡುಗು ಕುಳಿತ್ತು ಕೊಳ್ಳಲು ಬೆಂಬೆಗಳು ಪ್ರಾರ್ಥಿತಾವಿಲ್ಲ, ಬೆಂಕುಗು ದಡೆ, ಕುಂಡ ಮುಜ್ಜಾಗಿರುವಿದ್ದು. ಬೆಂಗಳೂರು-ವೆತ್ತೆರೂರು ರಾಜ್ಯ ಕ್ಯಾಬ್ಡ್ಯೂವು ಪ್ರಾರ್ಥಿತಾವಿಲ್ಲ. ಇಂಥ ಕಡೆಯಲ್ಲಿಯೇ ಈ ರೀತಿಯ ಕೆಲವು ಕಾರ್ಯಗಳು ನಡೆಹಾತ್ತಿರುವುದು ತೆಲ್ಲವೀಲ್ಲ ವಾಗಿದೆ! ನಮ್ಮ ವಿದ್ಯಾ ಮಂತ್ರಿಗಳು ಮುತ್ತಾವಚೀರಿಕೆ ಇಂಥವನ್ನು ಸರಿಪಡಿಸಬೇಕೆಂದು ನನ್ನ ಕೊಳ್ಳಿಕೆ.

Mid-day meal ಯಾರಾರ. ಕಾಗ್ರೋಲೀ ಕೇರಳದವರು ಈ ವಿಷಯದಲ್ಲಿ ಮಾತ್ರಾದವಿವಾರಿಸಿದ್ದಾರೆ. ಹಾಗೆಯೇ ಮಾದಾರ್ಸಿನಲ್ಲಿಯೂ ವಾಡಿದಾರೆ. ಇತರ ರಾಜ್ಯಗಳಲ್ಲಿಯೂ ವಾಡಿದಾರೆ. ಅದರ ನಮ್ಮ ಮುಕ್ಕಾಶಾರು ರಾಜ್ಯದಲ್ಲಿ ಇವರವರು ಮಾತ್ರಾಕ್ಕುದ ಉಪಾಧಾರ ಕಾರ್ಯ ಸ್ವರೂಪನನ್ನು ಆಂಗೆತಪಲ್ಲ. ಇದು ಬಹಳ ಮುಖ್ಯವಾದ ಏಕಾರ. ಇದನ್ನು ಕಡೆ ನ್ನಾ ಪಿಡಾರ್ ಮಾತ್ರಿಗಳಾಗಿ ಜಾಗ್ರತೆ ಬಿದಗಿನ ಕೆಂದರಿಕೆಯಾದ ನನ್ನ ಕೊಳ್ಳಿಕೆ.

ಸರ್ಕಾರಿ ನೌಕರರ ಮಾತ್ರಾ ವಿದ್ಯಾ ಭ್ರಾಸದ ವಿಚಾರದಲ್ಲಿ, ಹೆಡಿಕ್ಸ್, ಇಂಬಿಯರಿಗ್ ಮಾತ್ರಾದ ಹೆಚ್ಚಿನ ವ್ಯಾಸಂಗ ವಾಡಬೇಕಾದರೆ ಫೀಸ್ ಕೊಡುವಾಡಕ್ಕೆ ಸಾಧ್ಯವಿಲ್ಲ. ಮಾದ್ಯಾಸ್ ಸರ್ಕಾರದಲ್ಲಿ ನೌಕರರ ಮಾತ್ರಾಗಳ ಸರ್ಕಾರಿ ಮಾತ್ರಾ ಬಾಳ್ಳಿಕ್ಕಿಂದ ನೂಲು ದೂರದ ರೂಪಾಯಿ ಹಜಾರ್ ನ್ನು ಬಿಡಿಸಿ ಕೊಡುತ್ತಿದ್ದಾರೆ. ಅದೇ ರೀತಿಯಲ್ಲಿ ನಮ್ಮ ಸರ್ಕಾರವರೂ, ನಮ್ಮ ನೌಕರರ ಮಾತ್ರಾಗಳ ಪೆಚ್ಚಿಕೆ, ಇಂಜಿನಿಯರಿಗ್ ಮಾತ್ರಾದ ಉನ್ನತ ತಾಗತಿಗಳಲ್ಲಿ ವ್ಯಾಸಂಗ ವಾಡುವೆರಿಗೆ ಸಾಲದ ರೂಪವಾಗಿ ಹಣ ಕೊಡಬೇಕೆಂದು ನನ್ನ ಕೊಳ್ಳಿಕೆ.

ಹರಿಜನರ ಮಾತ್ರಾಗೆ ಅಡ್ಡಿಪಾಂಥೀ ನಲ್ಲಿ ರಿಯಾಲಿಟಿ ಕೊಡಬೇಕೆ. ಹೆನ್ನೂಲುಗಳಲ್ಲಿ ಅಡ್ಡಿಪಾಂಥೀ ವರ್ಗೀಯೆ ೧೩-೧೪ ರಷಾರಾಯ್ ಕುಳಿದಬೇಕ್ಕಾಗಿ ತೆದೆ, ಅವರಿಂದ ಸ್ವಿತ್ತಿಪಾಂಥೀ ಇದನ್ನು ಕೊಡಲು ಸಾಧ್ಯವಿಲ್ಲ. ಅದುದರಿಂದ ಹರಿಜನ ಮಾತ್ರಾಗೆ ಎಲ್ಲ ತರಹ ಫೀಸ್ ರಿಯಾಲಿಟಿಗಳನ್ನು ಕೊಡಬೇಕು ಮತ್ತು ಪುಸ್ತಕ

ಬಿಡ್ಡಿರೆಗಳನ್ನು ಸರ್ಕಾರದವರೇ ಬಿದಗಿಸಿ ಕೊಡಬೇಕೆಂದು ಹೇಳುತ್ತೇನೆ.

ಕೊನೆಯದಾಗಿ ಸಿಪಿಆರ್ ವಿರಿಯಾದಲ್ಲಿ ಜರುವೆಗೂ ಸರ್ಕಾರ ಒಂದು ಹೆನ್ನೂಲನ್ನೂ ಪಾರಂಭಿಸಾಡಿಲ್ಲ. ಇದನ್ನು ಸರ್ಕಾರದವರು ಗಮನ ಚೆಪ್ಪಿಟ್ಟು ಕೊಂಡು ನಮ್ಮ ಸಿಪಿಆರ್ ವಿರಿಯಾದಲ್ಲಿ ಒಂದು ಸರ್ಕಾರ ಹೈಸೆನ್ಸು ತರುವಿಕೆಯಿಂದು ನನ್ನ ಕೊಳ್ಳಿಕೆ.

ಮಾನ್ಯ ಅಧಕ್ಷರು ಇಂಜಿನಿಯರಾ ಕೆಂಟ್ ದ್ವಾರಾ ಆಗಿ ಅವರಿಗೆ ನನ್ನ ಪಂದನಗಳು.

Smt. G R A C E T U C K E R (Deputy Minister for Education).—Mr. Speaker, Sir, the Hon'ble Leader of the Opposition and Members on both sides of the House have made many constructive suggestions as well as criticised strongly some of the policies of the Government especially this demand. While we shall incorporate the former and give consideration to many of the suggestions which have been offered, I shall attempt to reply to the latter. The scheme for the introduction of compulsory primary education has been the target of very many remarks not too complimentary in many cases; and, in many cases, I am afraid, they have been rather critically harsh. There have been cut motions and criticisms about the staff required. I would like to bring to the notice of this House that in 1956-57, at the time of reorganisation of the State, we had in the whole State of Mysore inclusive of the areas which had joined the ex-Mysore State, 46,391 teachers. In 1960-61, i.e., during the few years that had passed between 1956-57 and 1960-61, when we were preparing for compulsory primary education, when the climate for it was being set up, our teaching staff had increased to 72,550 teachers. During the Third Plan Period we have intended to include children of 5 years of age who had been left out and so in 1961-62 we added 5,690 more teachers.

2-30 P.M.

In 1962-63 we are already recruiting about 2,000, teachers and the Hon'ble Minister mentioned yesterday that the Government intended to recruit 2,010 more. If you see the increase, you will realise how far we have gone on in the recruitment of teaching staff.

**Sri B. R. SUNTHANKAR** (Belgaum City).—What is the total number of teachers appointed in the Second Plan period?

**Smt. GRACE TUCKER.**—Between 1956 and 1961, it would be 72,500 minus 46,369. You will, therefore, see how far we have progressed in the matter of recruiting teaching staff. These teachers, I assure you, have been spread throughout all the districts of Mysore State and we have recruited as many as we possibly could and we have given as many as we possibly could for all the primary schools. I know very well that there are some schools which are not having adequate staff, but we have made arrangements to see that certain classes which could be combined with other classes have been helped that way. I know that sometimes there has been delay in the posting of certain teachers, but we have tried our best to see that the teaching staff reach the various schools as early as possible.

Then, there has been a criticism that trained staff has not been provided. Well, I must agree that we have not been able to give trained staff to all the schools. In 1956-57, we had only forty-four training institutions in the whole of the Mysore State. In 1960-61, we had 65 of them and in 1961-62 we have gone upto seventy training institutions. The intake for every training institution is about 50 to 100. Therefore, for all the seventy training institutions, the intake is about 6,000. So, we expect that the trained teachers that come out would be about 5,000. We are thus pumping in about 5,000 trained teachers every year into our schools. I do not say that this is adequate, but I think the House will realise that we have gone up by leaps and bounds in trying to attain our target. The total number of untrained teachers at present is 34,902 and the number of trained teachers is 37,642. In 1960-61, the percentage of trained teachers was 51.9, in 1961-62 it was fifty-three and in 1962-63 I do not think we will go beyond 55 per cent. I know there is a lack of training institutions, but by the end of the Third Plan I expect our trained personnel will go upto 70 per

cent. The reason why we are not able to train many more is because at the present pace of recruitment the percentage of trained staff does not increase. Of course, we give trained people preference. As early as 1961 we had passed a G. O. that only trained teachers should be appointed and that if they were not available, then untrained teachers might be taken. If untrained people are taken, they should go for training at their own cost as that will give an impetus and fillip to them to go and get trained.

There was a slight criticism that teachers are not paid very well and that their remuneration is not too good. But I hope the House will agree that from 1957 to 1962 there has been a great difference and a great change. Every trained S. S. L. C. teacher who was paid Rs. 40 to 80 or Rs 45 to 90 in Madras Karnatak or 50 to 100 in C. org and so on got a jump in 1957 to the scale of Rs. 50 to 100. As a result of the second revision in the State, we pay them Rs. 80 to 100 with Rs. 10 as D.A. I hope it will be agreed that teachers are given salaries and other facilities consistent with their qualifications and they are certainly on a par with the officials of other departments.

We are trying to build quarters for lady teachers in rural areas and in the Second Plan we have provided two hundred quarters all over the State. In 1962-63, we have set apart four lakhs of rupees and during the Third Plan we expect to spend about fourteen lakhs of rupees for teachers' quarters.

**Sri H. R. KESHAVA MURTHY** (Gandasi).—How many lady teachers are there in the rural areas?

**Smt. GRACE TUCKER.**—I am sorry I do not have that figure.

There has been a criticism about school buildings. Well, not merely a criticism but there has been a vociferous demand for school buildings. As far as schools and school buildings are concerned, I must say that in 1956-57 we had about 20,999 schools and in 1960-61 it went upto 21,100 schools and in 1961-62 there will be 693 schools more. In 1962-63 we expect to go up to 807 schools more. While

there is a lack of school buildings it does not mean that there are no buildings. We are not beginning any primary schools just in the open air. We do have school buildings given to us by the villagers and by the people of the rural parts. Sometimes they may be rather old and dilapidated. Sometimes they may be sheltered in a temple. Never the less, it would be sufficient to make a start and we have taken a bold step and made a start. No doubt, it may mean a whole heap of criticism because everyone of us does like to have huge buildings with lovely playgrounds round about and everything that is good for our children. But rather than having nothing it will be better to have something. So, we have made a start with regard to these primary schools.

More than that, I must say that the children who come into schools because of compulsory primary education do come in and are not put in together into one class, but they are put into different classes, that is to say, in the existing class rooms where about twenty students or twentyfive pupils may sit, now we put in ten more pupils. Similarly, in the existing schools, we house children who come in. When new schools are opened, as I said just now, building facilities are afforded, thanks to the co-operation of the villagers. And I must say that people have gone ahead with our programme of compulsory primary education. May I recall to you the work of Betterment Committees. The Betterment Committees have contributed a great deal both in cash and kind and in the form of equipment and buildings. Between 1961 and 1962, all over the State, we have collected Rs. 2.16 lakhs in cash, and Rs. 13.56 lakhs in equipment and Rs. 1.54 lakhs in buildings proper. We have plans and estimates to the tune of Rs. 4.99 lakhs. Thus, a good deal has come in between 1961 and 1962. If people had been diffident about the efficacy of this programme of compulsory primary education, I doubt very much, whether they would have come forward with so much donation and within such a short time. Sir, we do

realise the sentiment of this House with regard to buildings, with regard to equipment and with regard to lack of things. This will be taken into consideration by this Government. Even 15' x 12' class room is rather a small one and I know that this also is being considered. In fact, I would say, during the Third Five Year Plan, we would think in terms of the existence of a school room which can come up perhaps even temporarily. Rather than the place for a school room, the plan for a school room and play-fields around, which are very necessary in the Third Five Year Plan. Sir, everything is not built in a day. I think we have to begin with small beginnings and grow. There was complaint about the lack of equipment. Actually, to every additional teacher sanctioned for a primary school, we give Rs. 250 worth of equipment in the form of planks or black boards, tables, desks and charts and so on. D E Os. themselves are empowered to give this amount, but there is indeed great delay in the arrival of this material into our primary schools. To our senior primary schools, in fact, it is not Rs. 250, but Rs. 400 are sanctioned for equipment. Delay is there and sometimes orders are placed but they are not supplied.

**Sri C. J. MUCKANNAPPA (Sira).**—What is the agency which supplies them?

**Sri B. D. JATTI** (Minister for Finance).—Through the Stores Purchase Committee.

**Sri C. J. MUCKANNAPPA.**—Is it not a fact that the local contractors are supplying these things?

**Smt. GRACE TUCKER.**—With regard to pupils, I must say there was been a large increase; in 1956-57, it was 15,35,000; in 1960-61 even before the introduction of compulsory primary education, when a climate had been brought about, when the idea of compulsion had been introduced and practically the whole State was prepared for it and from every District and every village there was a large number of requests for schools through their accredited members in this Assembly, I must say the pupils increased to 21,67,000 in primary schools between the ages of six and eleven. You will

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agree that it is a large number. Then during the Third Plan, we have intended to enrol 10 lakhs of children. In the very first year of the Third Plan, the expectation was to enrol only 1.9 lakhs of children. But actually, the enrolment figure, you will be surprised to know, is three lakhs. So, between 1961 and 1962, we have 24,77,000 children between the ages of six and eleven in our schools and during the next few years we expect that we will reach our target. Facilities which have been given for children are many and there have been free supply of books and slates to poor children to the extent of half a lakh of rupees; there have been attendance scholarships in the shape of uniforms and books, especially to girl students, to the tune of Rs. 5.28 lakhs between 1961 and 1962. Between 1962 and 1963 four lakhs of rupees have been provided. There have been scholarships afforded for standards VI, VII and VIII and sanitary blocks have been provided to schools. Hence, I do not know whether it would be right to say that compulsory primary education is a failure. When compulsory primary education was introduced, this august body had, with one voice, welcomed it and also the opinion was unanimous. Today in the face of the figures and the fact that we have made a beginning and a very good beginning, I do not think that these remarks are well-founded. In the light of the fact that so many teachers have been given to schools, so many training institutions and trained teachers have gone into our district, so many children have increased, and so much more money is spent, do you think that it would be proper to make these criticisms? We have made a beginning and I am grateful to the districts and to the villages for having come forward with school buildings and helped us to make a start; we have been asked to go ahead and try to improve things as we go on.

Sri S. SIVAPPA (Hravanabellagola).—May I know how many Government school buildings are in the State?

Sri T. MADIAH GOWDA (Ramanagaram).—How many single teacher schools are there?

Smt. GRACE TUCKER.—There are a large number of single teacher schools. Now a single teacher school in a small village is quite necessary. If we abolish these schools, there would be no schools whatsoever. On the other hand it would not be possible to give two or three teachers to those schools, because the number of children may be just a maximum at thirty. So, single teacher schools will have to be there and you find these single teacher schools all over the world because in very remote parts, it will not be possible to give single teacher schools, two or three teachers. We have to have economy and we would have to give single teachers.

With regard to Marathi primary schools, there has been much criticism. In 1956, the number of Marathi schools was 783. In 1961, the number of schools has gone up to 863.

Sri B. R. SUNTHANKAR.—What is the proportionate rise of Kannada schools in the same area?

Smt. GRACE TUCKER.—We have a large number of Kannada students and therefore Kannada schools are also in larger numbers.

[Sri N. O. SAMAJI (Belgaum II).—(in Marathi).]

Smt. GRACE TUCKER.—Does the Hon'ble Member not want any Kannada school to be given in that area? I am unable to understand. If there is a demand for increase in Kannada schools certainly there will be Kannada schools. If there is a demand for increase in Marathi schools, Marathi schools will certainly be given. We have never denied any minority the schools they need.

[Sri N. O. SAMAJI.—(in Marathi).]

Mr. SPEAKER.—The Hon'ble Member must remember that he is participating in eliciting an information. If he wants that information, he must put it in English, otherwise he must wait for answers to be given by the Hon'ble Education Minister who can understand Marathi. I am not

prepared for translations to be made in this manner. If you put it in English, the Hon'ble Deputy Minister will give the reply.

[*Sri N. O. SAMAJI.* (in Marathi)].

**Mr. SPEAKER.** Order, order. If you want information, you ask Sri Sunthankar to put it in English, because he is conversant with English.

(*The Hon'ble Member Sri N. O. Samaji persisted in speaking in Marathi.*)

**Mr. SPEAKER.**—When I ring the Bell and say Order, every Member must resume his seat. If you want any information, put the question straightforwardly in English. Please do not interrupt too many times.

**Sri B. R. SUNTHANKAR.**—May I know sir, whether this increase in Marathi schools is keeping pace with the increase in the population in that area? If so, whether this increase is in proportion to the increase of the total number of schools during this period of five years?

**Sri S. R. KANTHI.**—Giving schools depends upon the demand therefor. I am sure this is in consonance with the demand made by the Marathi speaking population.

**Sri B. R. SUNTHANKAR.**—How many are private schools and how many are Government schools?

**Sri S. R. KANTHI.**—After all, whether the school board opens a school, or Government opens a school, or whether it is a privately managed school, it does not matter. School is a school . . .

**Mr. SPEAKER.**—The gravamen of the charge seems to be that minorities have not been given sufficient opportunities by the Government. That is what they are suggesting.

**Sri S. R. KANTHI.**—No, Sir, it is a false charge.

**Sri B. R. SUNTHANKAR.**—One more clarification.

**Mr. SPEAKER.**—You ask the Minister. He will give you that.

**Sri B. R. SUNTHANKAR.**—Sir, the figures in Belgaum district about schools—here in 1956 in Belgaum District the number of schools was stated to be 517. For 1961, the figure given is 548. Here is, Sir, one report of the Educational Survey in Mysore State for

the year 1958 and in this Report on page 54, it is said that among the primary schools, there were 540 Marathi schools and the total number of Marathi students was 55,491. This figure does not tally with this: For 1956, the figure given is 517; For 1957 the figure given is 510; and For 1961, the figure is 548. That means, according to this report, only seven schools were added during the four years between 1956 and 1961. Which figure is correct, Sir? Whether the report is correct or whether the statement furnished here is correct?

**Sri S. R. KANTHI.**—I do not know what that report contains. I understand that the information I am now giving is correct.

**Sri B. R. SUNTHANKAR.**—Is this report incorrect, Sir?

**Sri S. R. KANTHI.**—I can only vouch for my own statement.

**Sri B. R. SUNTHANKAR.**—In 1956, the number was 56,000 according to this report; in 1957 the number was 55,000.—decrease in the number of Marathi students—it comes to that. Which figure is correct, Sir?

**Sri S. R. KANTHI.**—There may be some sort of contradictory statements here and there. I will look into that. So far as my statement is concerned, I understand this is the latest.

**Smt. GRACE TUCKER.**—Sir, with regard to the minorities I do wish to say that Government are very particular about giving as much concession as possible to minorities and try to help them in every way. I do not think any minority—it is not only in regard to Marathi, but even in regard to Tamil and Telugu schools, the policy is the same. The fact that a minority has asked for a school and it has been given would be enough. It has been so not only in Marathi areas, but it has been so in Tamil areas, it has been so in Telugu areas and it has been so even in Gujarathi areas; wherever there is Gujarathi population, we have given a Gujarathi primary school.

With regard to pre-primary education, there has not been a large number of pre-primary schools given, because we had intended to give primary schools—for children between the

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ages of six to eleven. This would involve a great amount of more finance. But between 1955-1956, there were 95 primary schools; and between 1960 and 1961, the number had gone up to 201 pre-primary schools and during 1961-62, a few more were opened and in 1962-63, we do intend giving pre-primary education to those organisations and to the municipalities and village panchayats which intend to open pre-primary or nursery schools. I think with the delegation of powers to local bodies, many more bodies will come forward, asking for pre-primary schools.

One more point I would like to answer that. Smt. Nagaratnamma has suggested that between the ages three to six, the nursery is not a proper nursery and it is only at the age of six or five years eight months, that children are admitted into schools. A recent Government order has allowed children to go into schools at the age of five. It means no doubt that we incur more expenditure than we would normally incur if the age of admission was six as hitherto. When we allow children to come in at the age of five, it would amount to additional expenditure because one more year is added. It would be more expensive. But we have allowed children to come in at the age of five because we thought it would be better that the child should spend one more year at school rather than spend its time in slum-area homes or perhaps poor village homes.

With this account which has been given, I am sure that the august House would certainly agree that we have made a very good beginning with regard to primary education and that they will still continue to give the same co-operation as has been given in the past. There has been complete co-operation from all Members of this House in our efforts to introduce compulsory primary education. All parts of the State have benefited. I hope the same degree of co-operation would be forthcoming in future also.

Mr. SPEAKER.—The House will now adjourn for recess and meet again after half-an-hour.

*The House adjourned at Two Minutes past Three of the Clock and re-assembled at Thirty Minutes past Three of the Clock.*

[MR. SPEAKER in the Chair.]

Mr. SPEAKER.—The Hon'ble Minister for Education to reply.

Sri S. R. KANTHI (Minister for Education).—Mr. Speaker, Sir, there are a few points in regard to primary education about which I want to speak here. First of all, after the introduction of compulsory primary education .....

Sri SANJIVANATH AIKALA (Suratkal).—On a point of order: There is no quorum, Sir.

Mr. SPEAKER.—There is the quorum. It is not fair for the Hon'ble Member to disturb like this.

Sri SANJIVANATH AIKALA.—I do not think there is the quorum.

Mr. SPEAKER.—The Secretary will count.

*(The Secretary counted and reported that there was the necessary quorum).*

Mr. SPEAKER.—It is more than the quorum and the Member must not disturb like that.

Sri S. R. KANTHI.—Sir, after the introduction of compulsory primary education, the percentage of enrolment of students is as follows:

Between the ages of six and eleven, in the year 1960-61, it was 86.9. Now it is 96.2.

Girls of ages of eleven and sixteen; the percentage in 1960-61 was 51.8, and in 1961-62 it was 64.3.

The total for the year 1960-61 was 69.7 and for the year 1961-62 it was 80.6, that is, between age groups of eleven and fourteen for boys.

Sri ANNA RAO GANAMUKHI (Afzulpur).—What is the all-India average?

Sri S. R. KANTHI.—I have not got that but I will get the figures. Between the ages of eleven and fourteen for the year 1960-61 it was 21.1, for

the year 1961-62, it was 24.1. For boys and girls of the ages of fourteen and seventeen, it was 9.1 in 1960-61, 11.4 for the year 1961-62.

During the last few years there has been an enormous increase in the number of secondary schools. In the year 1960-61 we had 778 secondary schools, in 1961-62 it rose to 860 and during this year it is expected that it will go to 991.

**Sri SANJIVANATH AIKALA.**—What is the number in rural areas?

**Sri S. R. KANTHI.**—Two-thirds of them are in rural areas.

**Sri SANJIVANATH AIKALA.**—No, Sir. It will be much less.

**Sri S. R. KANTHI.**—I will give the figures. This year we have accorded recognition to the extent of 129 private High Schools and two Government schools.....

**Sri C. J. MUCKANNAPPA**—Which are those two Government schools?

**Sri S. R. KANTHI.**—One at Bhadravathi and the other at Bagalkot.

In 1960-61 the number of students going to the high schools was 1,69,113. For the year 1961-62 it went up to 1,83,562 and this year the number will further go up to two lakhs.

In regard to medium of instruction in the primary and secondary stages, Members have made certain complaints. I will attempt to enlighten the Members on the position. At the primary stage instruction is given in the mother tongue, if there is a sufficient number of children. At this stage study of the regional language is not compulsory but provision has been made for those who wish to study the regional language as an additional optional subject.

In the secondary stage, we are following the three-language formula approved by the Government of India. Students may study the mother tongue *plus* Hindi *plus* English or they may study the composite courses and the mother tongue, but Hindi and English are compulsory. It can thus be seen that even at the high school stage, study of the regional language is not

compulsory. We conduct S.S.C. and S.S.L.C. examinations in all languages like English, Kannada, Tamil, Telugu, Hindi, Urdu and Marathi. Under these circumstances, it cannot be said that we are not making adequate arrangements in regard to the linguistic minorities. I do not think any other State is doing as much as we are doing.

**Sri N. O. SAMAJI.**—There are no Marathi text books.

**Sri S. R. KANTHI.**—I have made a statement on that point. The Marathi text books are to come from the Council of the Headmasters of Belgaum.

**Sri B. R. SUNTHANKAR.**—But till the books are made available, what arrangements are being made for the study of Marathi?

**Sri S. R. KANTHI.**—It is for you. Whatever way you suggest, we will adopt.

**Sri B. R. SUNTHANKAR.**—The books prescribed in Maharashtra and Bombay could be adopted.

**Sri S. R. KANTHI.**—You can make the suggestion and we will consider it.

**Sri B. R. SUNTHANKAR.**—The two high-schools in Belgaum teaching through the Medium of English, have stopped teaching Marathi. They have made Kannada compulsory.

**Sri S. R. KANTHI.**—I do not know that particular instance, Sir.

**Mr. SPEAKER.**—This should have been brought to the notice when so many members spoke on the Demand.

**Sri B. R. SUNTHANKAR.**—Sir, I was not given a chance.

**Mr. SPEAKER.**—The Hon'ble Member is not the only Member who participates: there are so many others.

**Sri S. R. KANTHI.**—Sir, the medium of instruction in that school is English. Another thing is, that the medium of instruction is only optional.

**Sri B. R. SUNTHANKAR.**—Marathi was being taught till now. From the month of June, they have stopped teaching Marathi.

**Sri S. R. KANTHI.**—Sir, it is an optional subject: they may or may not teach.

**Sri B. R. SUNTHANKAR.**—At Londa they have asked for permission for a high school. They had asked Marathi as medium of instruction. While giving permission, the department has said that Kannada should be the medium of instruction for giving recognition.

**Sri S. R. KANTHI.**—I will look into that matter. I am sure that my friends would be satisfied that Kannada, the regional language, is not compulsory either at the primary stage or at the secondary stage.

**Sri B. R. SUNTHANKAR.**—But, in some cases it is made compulsory. At Sambra an order has been passed by the department asking the Marathi Primary School, to have one Kannada teacher. That Kannada teacher has been sent to that school and the schools is asked to accept him.

**Sri S. R. KANTHI.**—That is the mistake that my Hon'ble friends on the other side make. The point is, even in a school with Marathi Medium of instruction wherever it is, it is also insisted by Government that if there are students coming from the Kannada parts, they should also be provided for. They mistake it to be an imposition. A provision for Kannada is not forcing Kannada on the Marathi speaking people.

**Mr. SPEAKER.**—This is not seeking a clarification. This is cross-examination ; I will not permit it. If there are any points, they should be noted and asked at the end.

**Sri C. J. MUCKANNAPPA.**—Sir, what is the forum for a Member who represents a constituency to ventilate his grievance and get relief at the hands of the Government?

**Mr. SPEAKER.**—This is not for the purpose of cross-examining the Speaker. If the Hon'ble Member wants any clarification, he can come to my Chamber. I will give it to him. The Hon'ble Member must remember that we have to finish the debate. Should we not?

[**Sri N. O. SAMJI.**—(In Marathi)]

**Mr. SPEAKER.**—Hereafter there should be no interruption when the Ministers are replying ; If anything is

to be asked, it should be noted down and asked at the end of the reply.

**Sri S. R. KANTHI.**—Sir, there was a complaint made that in the Education Department equation had not taken place. I want to mention here that equation has taken place in the Education Department and the tentative list of the Inter-State Seniority List is also prepared. It is for the Central Government to finalise the list. It was also mentioned by another Member that in the D.P.I's Office, there was a lot of politics and communalism. To my knowledge Sir, it is not so. If the Hon'ble Member means to say that there are certain differences between officers, that is a different matter. But, if he attributes that there is lot of communal element there, it is absolutely wrong. It appears, perhaps the Hon'ble Member over there is accuated by no other motive than communalism. Therefore, he attributes this motive to the Department.

Sir, there was a suggestion made that there should be a Director of Public Instruction for Primary Education. At present, there are three Directors—one is the Director of Public Instruction, another is the Director of Collegiate Education, the third is the Director of Technical Education. Government think there is no need to create the post for the Primary Education. A need may arise in course of time and I assure the House that at that time this question would be taken up and decided in the way it ought to be decided.

Sir, there was some criticism about the pre-University education and the XI standard. So far as the syllabus of the Pre-University education at XI Standard is concerned, they are identical. Hon'ble Members wanted to know from me the intention of the Government in introducing under the Higher Secondary schools the XI Standard and abolishing the pre-University education. In this connection I make it clear, Sir, that we have not decided any course of action. Introduction of the XI Standard will only take place next year in the year

1963-64 and we are yet to decide what course of action we should take.

**Sri B. HUTCHE GOWDA** (Turuvekere).—God knows what happens by that time.

**Sri S. R. KANTHI.**—Anything might happen to the Ministers but nothing happens to the Government.

An enquiry was made as to what happened to the District Board Schools. There are two types of schools which the District Boards in some parts of our State were managing. There were the primary schools; there were the high schools. In regard to the primary schools, the Government have not decided what is to be done. The Deputy Commissioners are managing them on behalf of the ex-District Boards. But in regard to the High Schools, Government have taken a decision that these high schools should be transferred to the Taluk Development Boards and necessary orders have been passed.

**Sri ANNA RAO GANAMUKHI.**—May I submit that Madras has recently taken a decision not to transfer the high schools but keep them under the control of the Collector and place an education officer under him so that these high schools may not be transferred to the panchayati samithi where a lot of politics is involved?

**Sri S. R. KANTHI.**—In this connection I want to say that not only I am responsible for the transfer of these high schools to the taluk boards, but my friend Sri Anna Rao Ganamukhi also is responsible.

**Sri ANNA RAO GANAMUKHI.**—I deny it.....

**Sri S. R. KANTHI.**—He had made everything preparatory for handing over these high schools to the taluk development boards.

**Sri C. J. MUCKANNAPPA.**—A clarification. Is it fair for the present Education Minister to expose the ex-Education Minister about what he has written in the file. Is it a not a matter of secrecy?

**Sri S. R. KANTHI.**—There is nothing secret about it.

**Sri ANNA RAO GANAMUKHI.**—If I had been responsible for the decision, I would not have raised this question.

Even if I was responsible, even if I made a mistake, is it not open to the Minister for Education to reconsider it? I have taken the view that primary schools may be transferred and not high schools at all.

**Sri S. R. KANTHI.**—I am only concerned with the high Schools. I have got the necessary information here and if my friend will excuse me, I will read it for his benefit. This question was discussed by the previous Ministry in the year 1961 and the following decisions were taken. I will read the decisions:

“The District Board High Schools which are now being managed by the Deputy Commissioner will be handed over to the Taluk Development Board wherever they come forward to take over the management of these schools. In case any Taluk Development Board does not come forward to take over these schools, private organisations may be requested to take over the schools. In the absence of the Taluk Development Board or the private institutions taking over the management of the schools, the existing affairs should be continued..... If a school benefits more than one taluk, the taluk boards concerned will be liable to pay towards the actual cost of maintaining the school and the grant-in-aid admissible under the Grant-in-Aid Code. The Taluk Board or private agency will be entitled to grant in aid according to the provisions of the Grant-in-Aid Code. In case the Taluk Board takes over more than one high school, the grant in-aid for all schools will be 90 per cent of the authorised expenditure...”

**Sri ANNA RAO GANAMUKHI.**—It relates to the L.S.G. department and not to the Education department.

**Sri C. J. MUCKANNAPPA.**—Is it a decision taken by the Ministry of Education or is it only noting by a particular department?

**Sri S. R. KANTHI.**—It is an order of the Government. I do not want to dispute with the Honourable Member

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there when I say that all these decisions have been taken in consultation with the Education Department and the L.S.G. department.

A mention was made about night schools. Some members were very keen that they must be recognised as high schools. Government felt that it was not necessary and not reasonable to recognise these night schools as night high schools because these were not working according to the rules. The instructions are only for a couple of hours, whereas in the regular high schools it is 5 hours and to call such night schools as night high schools, would not be proper. Government recognise them as night tuition schools, but they get no grant at present. If it is the intention of the Honourable Members that some sort of grant should be given to them, Government is willing to consider that too. At any rate, it is not the intention of the Government to recognise night schools as night high schools, because they do not conform to the rules of the high school standard.

There was the question about the medium of instruction in the University stage. I have already made it clear that the medium of instruction in the University stage is the concern of the University. The change over of the medium of instruction is solely the concern of the University. But when a new University is going to be formed, and a Bill comes before this House, this House has full power to dictate to the proposed University to have such and such a language as the medium of instruction. But in regard to the Universities that are subsisting now, Government cannot force upon them any change over. It is for the University to take what course they can. But at the same time I want to make it clear to this House that the National Integration Council has taken a decision in this respect that they have recognised that in course of time the regional language is going to be the medium of instruction in our country. They have also said that when the change over takes place, it

should be as smooth as possible and there should not be harassment of any sort or imbalance when switching over from one language to another takes place. It must also be made clear that when the medium of instruction in the University is English, it is also possible to concede that in some subjects the regional language may be the medium of instruction or some subjects may be taught in the regional language. That is not impossible. It is also possible that the University might adopt the regional language as the alternate mode of instruction. What I want to impress upon the Members of this House is that in the matter of the medium of instruction at the University stage, Government have absolutely no intention to interfere. It is for the University to adopt any course of action they deem fit. As all of you know, we have adopted a three language formula at the secondary stage. The regional language or mother tongue, English and Hindi. In the secondary stage what is compulsory is Hindi and English; it is not a regional language. The mother tongue is compulsory or in its place the regional language comes in as a compulsory one. In the same way, at the University stage if we switch on from English to the regional language, what is compulsory is English and Hindi; both of them will be made compulsory and they will be taught at the University level ....

SRI M. Y. GHORPADE (Sandur).— You said that the National Integration Council made this recommendation. I would like to know what did the National Integration Council think as suitable for recruitment to the Central Services and for inter-State communication and what is, according to the National Integration Council, the language to be recognised as the medium of instruction at the University level.

SRI S. R. KANTHI.—We are concerned only with the medium of instruction at the university level and not concerned with the recruitment to All-India services.

4 P.M.

SRI M. Y. GHORPADE.—I want to know what you propose to do for

recruitment through P.S.C. and for inter-State communications.

**Sri S. R. KANTHI.**—So far as inter-State communications are concerned, all of us know that the official language is Hindi and the alternate language is English. Both of them will continue for the present. There is no difficulty. So far as the recruitment to all-India services is concerned, that difficulty is being solved by the National Integration Council by evolving an acceptable formula.

**Sri M. Y. GHORPADE.**—Even when English is the medium of instruction we are finding it so difficult. Do you think that our people will have enough chances if you do not have English? Let us be practical about it.

**Sri S. R. KANTHI.**—My friend is a lover of English. He wants English to continue for a long time. But, I may say that all sorts of debatable points cannot be brought in here. I have also said several times that some formula is being worked out so far as recruitment to all-India services is concerned. There is some apprehension in the minds of some people that we may lose contact with each other if we switch over to regional language, between north and south and between States and the Centre.

**Sri ANNA RAO GANAMUKHI.**—Is it not possible to switch over to other language...

**Sri S. R. KANTHI.**—The question of abolishing English is not before us at all. The question of abolishing English as the medium of instruction is engaging our attention. I have already said that the medium of instruction which is now English cannot be at once changed over to any other language. It will take a long time before we can change over to the regional language. At the same time those who want to compete for the all-India services, can write in English.

**Sri S. SIVAPPA.**—You were pleased to say that the medium of instruction was entirely within the purview of the University. If it is the policy of the Government to have regional language,

is it not possible to frame a rule in consultation with the University that the medium of instruction should be such and such a language?

**Sri S. R. KANTHI.**—I am not aware of any difference of opinion between the University and the Government in this behalf. The Universities want to change over but they want to make the change over as smooth as possible. Also, against the background of independence and socialistic pattern of society, it is not possible to keep English for long.

**Sri S. M. KRISHNA.**—How does English come in, in the way of having a socialistic pattern of society?

**Sri S. R. KANTHI.**—It comes into play because we cannot go on speaking in a language which the people cannot understand. The language must be the one that is understood by the people of the State.

**Sri S. M. KRISHNA.**—By introducing this regional language as the medium of instruction, is it the firm view of this Government that they would be going to achieve socialistic pattern of society?

**Sri S. R. KANTHI.**—I only say that democratic Government and socialistic pattern of society will have to be achieved by using the language understood by the people and the administration will have to be in the language of the region. We cannot cut ourselves from the people.

[*An Hon'ble member stood up.*]

**Mr. SPEAKER.**—No interruptions, please.

**Sri C. J. MUCKANNAPPA.**—Sir, he is confusing us by telling so many things.

**Sri S. R. KANTHI.**—I am not confusing you. You are trying to confuse me.

**Mr. SPEAKER.**—I request the Hon'ble Members not to confuse the Hon'ble Minister because if that is done the whole House will get into confusion.

[*Laughter*]

**Sri S. R. KANTHI.**—The Hon'ble member Major P. F. D'Mello said that the stipend for the girls in the training institutions was only Rs. 12/- I have made an enquiry and I find that it is so. But it cannot be helped. It is a question of mere expenditure and the Government is not able to give them more stipends. He made another point that out of 150 girls only forty were admitted in Bangalore. I made enquiries and understand that the other girls were not willing to go to other colleges in other parts of the State. If they had gone, all of them would have been admitted. Since they insisted that they should be admitted only in Bangalore, they could not be admitted. In fact in Bangalore there are six training institutions and in Mysore City there are six institutions. The Hon'ble member made another suggestion that the school teachers' provident fund had been withheld for a period of five years. It has happened only in the case of retired teachers. Certain accounts have to be taken and correspondence is going on with the Accountant General. So there has been some delay in this respect. He made another suggestion that the provident fund rules should be relaxed so as to enable the teachers to buy insurance policies. This is a matter of policy and it will be looked into. Personally speaking, I would like to implement any such relaxation. But a decision has to be taken by the Government in this respect.

The Hon'ble member Sri M. Y. Ghorpade mentioned that we should have more and more Agricultural Boys' Schools. Certainly, is the policy of the Government to have more and more Agricultural Boys' Schools and I really welcome the suggestion of the Hon'ble Member. He also raised the question of safeguarding the linguistic minorities. I have already said how in the educational field the rights of the minorities are protected. I do not think it needs any further addition.

**Sri M. Y. GHORPADE.**—In this connection I just want to know whether you are going to implement the suggestion of the National Integration Council regarding the appointment

of Special Officers in the districts to safeguard the rights of minorities.

**Sri S. R. KANTHI.**—That is a suggestion which will be looked into. He said that scholarships were awarded late. To a certain extent it is correct. I will look into the matter and see what can be done. Another point raised by him is that Kannada as the medium of instruction has been stopped in the Maharani's College. I have made enquiries. The position is as follows:—

Kannada medium for under-graduate classes in the Maharani's College will be permitted if there is the sanction of the academic authority, namely, the Boards of Studies, Faculties and the Academic Council and if proper textbooks written in Kannada medium in these subjects are available and administrative sanction of Government is given for extra staff. There is, therefore, no objection in principle to start the Kannada medium classes at the degree level in the Maharani's College.

Sri Doddameti wanted to start Ashram hostels. This subject does not pertain to the Education Department. It is part and parcel of the Social Welfare Department and I hope he will get an answer from that department.

Sri Anna Rao Ganamukhi made a few good suggestions. He suggested that on account of the change made in the Recruitment Rules of the P.S.C. the D.E.Os. and the D.D.Ps. are not in a position to make temporary recruitment of teachers. The appointment of teachers, even with the change in the mode of recruitment, is not the concern of the P.S.C. It is the concern of the Local Committees as I will explain just now. In the Bombay area there is a Committee called the District Appointments Committee and they are making appointments in those areas. In other areas the Divisional Recruitment Committee will make appointments.

**Sri ANNA RAO GANAMUKHI.**—So far they have not made any appointments.

**Sri S. R. KANTHI.**—The power given to these Committees is not taken away. I agree with my friend Sri Anna Rao when he says that so far they

have not made any appointments. The reason is that the occasion has not arisen for that. We have now sanctioned 2,000 teachers and orders are being issued and the question of recruitment will arise after that.

**Sri ANNA RAO GANAMUKHI.**—Even the sanctioned posts could not be filled up because temporary appointments were made year before last and those teachers are not being re-appointed and because of this difficulty the schools are understaffed or they have no teachers at all.

**Sri S. R. KANTHI.**—I hope the position stated by the Hon'ble Member just now will disappear soon.

He made another point that the school buildings in Hyderabad area would require at least Rs. 5,000 per room. I know what he says is correct, but in this connection the Government of Mysore is helpless as he knows quite well. The Working Group of the Planning Commission gives only Rs. 1,000 per room and the rest of the money has to come from the Taluk Boards as well as Panchayat Committees and popular contribution.

**Sri ANNA RAO GANAMUKHI.**—Apart from the money that comes from the Planning Commission, I wanted that further provision of Rs. 1,000 may be made from non-plan provisions.

**Sri S. R. KANTHI.**—We have instructions from the Planning Commission that we should not spend on non-plan schemes. They have told us that we must make as much economy as possible and we must not go in for non-plan expenditure. We are now having what are called type designs for school buildings. It is possible that Government may change it and make them into a sort of cheap designs. If cheap designs are undertaken it may be possible to have cheaper school buildings.

He also mentioned that we must establish school betterment committees. I entirely agree with him.

**Sri ANNA RAO GANAMUKHI.**—I said we must hold Betterment Conferences.

**Sri S. R. KANTHI.**—School Betterment Committees should hold

conferences in districts for mid-day meals, equipment, etc. This is what be said. This is a good suggestion and the Government intend to take action on it. In respect of mid day meals I might mention that we have taken certain decisions in the matter. We have sent two officers of this State to Madras to study the mid-day meal scheme which is being worked there. After their report is received, we want to implement it here as effectively as possible.

**Sri ANNA RAO GANAMUKHI.**—Madras has provided Rs. 151 lakhs for this purpose whereas our Government has provided only Rs. 6 lakhs per year for a period of 5 years.

**Sri C. J. MUCKANNAPPA.**—What is the money that you get from the Centre for the mid-day meal scheme?

**Sri S. R. KANTHI.**—We have provided for Rs. 6 lakhs per year for mid-day meals. It is not the question of enhancing the amount, but it is the question of implementing the scheme. If we are able to implement the scheme effectively and if we require more money, I do not think the Government will hesitate to put in more money for this.

**Sri C. J. MUCKANNAPPA.**—Did you get any grant from the Centre? Andhra got Rs. 6 crores.

**శ్రీ ఎస్. ఆర్. కాంతి.**—నావు ఇంఫీల్చెంటు వాదివ మేల్సి నసుగే బేసెందరే ఎష్ట్రూ బేసొ దరి లోడుతూరే.

**శ్రీ ఎస్. ఎం. కృష్ణ.**—ఫీడ్-డే టీఎల్ ప్రోగ్రామును ఇంఫీల్చెంటు నాదువుదుక్క నను అడ్డి ఆతుకగావే?

**శ్రీ ఎస్. ఆర్. కాంతి.**—నను అడ్డి ఆతుక గాఁచే ఎన్నావుదు ఇదు తలాచణిగే బంధమేల్చి గొత్తున్నాదే.

Then a point about raising the standards in the high school was made by my friend Sri Anna Rao. It is quite necessary that we should raise the standards in the high schools. With more schools coming in, the standards of high schools are going down and so we take care that along with the quantity the quality is also kept up. I entirely agree with him that standards in high school should not be lowered because up to the high

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school stage, education will have to be more profuse as since we have raised the fee concession to the extent of Rs. 2400. 87 per cent of the students will be covered by this concession and naturally more boys will come and study in high schools.

Another point that was raised was about phasing of the raising of fees in colleges. In this respect I respect the views of my friend, but I must inform him that some college students saw me in this connection and they agreed that school fees should be raised to Rs. 25. They were agreeable to that. The difference was about Rs. 19 only. Then I told them one thing and that is since their younger brothers and sisters would get free education in high schools they should not grudge paying Rs. 19 more. They apparently seemed to be satisfied and went away.

ಶ್ರೀ ಕೆ. ದೇವಯ್ಯ (ಮಾಲ್ಕೆಷ್ಟ್ರಂ).—ಈ ಹಿಂಡಿ ಪೂರ್ವ ವಿದ್ಯಾ ಮಂತ್ರಿಗಳು ಕಣಾರ್ಚಕ ಯೂನಿವೆಸಿಟಿ ಮತ್ತು ಸೂತ್ರಾರ್ಥಾನರಾ ಕಾಲೇಜೆನಲ್ಲಿರತಕ್ಕ ಸಿಬ್ಬಂದಿಗಳ ಕೆಂಬಳ ಸಾರಿಗೆಗಳು ಜಾಸ್ತಿಯಾಗಿ ರುವಾದರಿಂದ ಹಳೇ ಮೇನುರು ವಿಶ್ವವಿದ್ಯಾಲಯದ ಸಿಬ್ಬಂದಿಯನ್ನು ಅವರ ಲೆವಲ್‌ಗೆ ತರುವುದಾಗಿ ಕೇಳಿದ್ದ್ರಿ ಅಗ ಇಂಟರ್‌ಗ್ರೇಡ್‌ಡೆ ಏರಿಯಾದ ನ್ಯಾಕರಿಗೆ ಸಂಬಂಧಿಸಿ ಪಾರಿದುವುದು ನಿರಿಯೇ?

ಶ್ರೀ ಎಸ್. ಆರ್. ಕಂರಿ.—ತಾವು ಈ ವಿಚಾರವನ್ನು ಕೇಳಿದರೆ ಈಗ ಅನೇಕ ವಿಚಾರಾಳ್ಯ ಬರುತ್ತವೆ. ಆ ವಿಚಾರ ಅಗ ಎತ್ತಾನ್ಯದು ಬೇರೆ. ಆ ಇಂಟರ್‌ಗ್ರೇಡ್‌ಡೆ ಏರಿಯಾದಲ್ಲಿ ವಾರರ್ ಕಾರ್ಯಕ್ರೋಜತರ ತಿಂಗಳಿಗೆಲ್ಲ ಬಹಳ ಹೆಚ್ಚೆನಲ್ಲಿರುತ್ತದೆ. ಆದ್ದರಿಂದ ಆ ವಿಚಾರಾಗಳು ಇಲ್ಲಿ ಅಗ ಎತ್ತಾವುದುಬೇರೆ. ಕಣಾರ್ಚಕ ಯೂನಿವೆಸಿಟಿಯಲ್ಲಿ ಒಬ್ಬಿರು 225 ರೂ ಗಳನ್ನು ದಢಳಿ ಕಂಡು, ಕ್ರೆಡಿಟ್ ಬಿಳಾಲಗಳಲ್ಲಿ 144 ರೂಪಾಯಾಗಳನ್ನು ಕ್ರೆಡಿಟ್‌ತಿದೆ. ಅಗ ವಿಶ್ವ ಸಂಸ್ಥೆಗಳಿಗೆ ಉಪಕರಣಗಳಿಗೆ ವಚನಗಳಿಗೆ ಬಹಳ ಬಹಳ ಬಿಕಳ ಜಾಸ್ತಿಯಾಗಿರುತ್ತದೆ. As regards the point raised by Sri Annarao Ganamukhi, out of 131 cases 21 cases will not get grant-in-aid for three years. The rush was so great that it was not possible to accommodate them. We gave them recognition on the specific condition that they would not ask for aid for three years from the Government.

SRI ANNA RAO GANAMUKHI.—If they agree to defray the expenses for three years, are you going to accommodate them with all that?

SRI S. R. KANTHI.—Now, we have passed such an order.

The Hon'ble Member Sri Kadidal Manjappa wanted to know what had happened to the nationalisation of text books. It is the policy of Government to nationalise text books as far as possible. From the First to the Seventh Standard the text books have already been nationalised. Nationalisation has to be spread over and will take some years for completion. Out of 921 books, we have nationalised only forty four.

SRI K. P. REVANNA SIDDAPPA.—What are you going to do with regard to the errors that have crept into the text books?

SRI S. R. KANTHI.—We are going to appoint a committee for that.

SRI KADIDAL MANJAPPA.—What prevents the Government from nationalising the other text books also?

SRI S. R. KANTHI.—We have already nationalised forty-four text books out of a total of 921. We have to spread it over a number of years. We have to appoint a committee of writers and take other steps.

He also wanted to know what had happened to Mahathma Gandhi's Autobiography being made as a text book in high schools and colleges. This question has been considered and it appears that it cannot be made a text book but may be prescribed as a book for students to read. Steps have been and will be taken to put the story of his life in a compressed form so that it will be available to the students. His philosophy is also made a lesson in the high schools and colleges. A committee will be set up to look into the defects in the text books and to look into such portions as should not be entered there.

SRI V. M. DEO (Gubbi).—Mahathma Gandhi's Autobiography has never been written and the book contains his outlook towards life. In other words, there is nothing like an autobiography of Gandhiji. His life story may be rewritten and it can be a small text book, but the whole of it cannot be a text book.

SRI S. R. KANTHI.—I have already stated that the philosophy of Gandhiji

is incorporated in the lessons in the text books.

In regard to teacher-pupils somebody wanted to know whether they were paid stipends or whether pay was given to them. I may inform the House that stipends are paid to them now. In the case of teacher-pupils it is Rs. 50 per month and in the case of graduate teachers, it is Rs. 75.

Sri Ganji Veerappa raised a point about the Law College building. Government intend to construct a building for the Law College but it will take time because it comes under non-plan expenditure. We have to phase it in such a way that least objection is taken by the Planning Commission.

As regards the appointment of Professors in the Law College, Government have taken a decision to appoint a Selection Committee to select the Law College Professors and Lecturers. The personnel of the committee will be announced shortly. Till then, the existing Professors and Lecturers will be continued in the College.

He also made a complaint about the M. L. course having no facilities. He simply mentioned it, but did not give details as the time was short. I will look into it. I am sure he will come to me and tell me what exactly he means.

Srimathi Nagarathnamma made a grievance that freeships for girls are not given in time and that there is a lot of delay. I confess, Sir, to a certain extent what she said is correct. I will look into it. She also made a complaint about the age limit of five years and 8 months. The Deputy Minister has replied to that. I need not go into the whole question. I only add here that compulsory education starts from the age of sixth year. At the age of five it does not begin. It is a sort of concession given to the parents because there were some complaints that to wait for the age of six plus would be a sort of harassment. She would also excuse me if I say that the Government cannot go below this age.

4-30 P.M.

ಶ್ರೀ ಸಿ. ಜಿ. ಮುಕ್ಕೆಂಪ್ಪ.—ಜವಾಹರಲಭಾಬು ಹೇಳಿದ್ದು ನಿಷ್ಟ.

L.A.

ಶ್ರೀ ಎಸ್. ಅರ್. ಕಂತಿ—ಅದು ಕಂಡುಬಂದಿಲ್ಲ ಬರುವದಿಲ್ಲ. She also mentioned...

Sri C. J. MUCKANNAPPA.—May I know what is that Government Order in regard to age limit?

ಶ್ರೀ ಎಸ್. ಅರ್. ಕಂತಿ.—ಮುಕ್ಕೆಂಪ್ಪಿಗೆ ತೊಂದರೆ ನಾಗುತ್ತಿದ್ದು ನಿಷ್ಟ ಕಡವೆ ಮಾಡಿದೆ.

ಶ್ರೀ ಕೆ. ಹಿ. ರೆವಣ್ಣಿ ಸಿದ್ದಪ್ಪ.—ಮುಕ್ಕೆಂಪ್ಪಿಗೆ ತಾಂತ್ರಿಕ ಪರಿಸರದಲ್ಲಿ ತಡೆಯಲಾರದೆ, ಚರ್ಚೆನ್ನು ನಾಕೆಂದು ರದ್ದೊಂದು ಪರಿಸರದಲ್ಲಿ ನಾಕೆಂಬರದ್ದೊಂದು ಅದು ವರ್ಷದಲ್ಲಿ ವಯಸ್ಸು ಹಿಂದು ಬರಿಸಿಕೊಳ್ಳಲಿದ್ದರೆ ಜೊತೆಗೆ ಹಾತಕ ಬರಿಯಾಪಡಿಕ್ಕೆ ಎಂಬಾಣಿ ದಿಕ್ಕಿಳಿ ಕೊಂಡ ಚೆಕಾಗುತ್ತದೆ.

ಶ್ರೀ ಎಸ್. ಅರ್. ಕಂತಿ.—ದಿಕ್ಕಿಳಿಯನ್ನು ಒಂದಿಲ್ಲ ಹಿಂದು ರೀತಿಯಲ್ಲಿ ಯಾರಿಗಾದರೂ ಕೊಂಡಬೇಕಾಗುತ್ತದೆ.

Sri C. J. MUCKANNAPPA.—This creates a good lot of confusion because these officers say that this is not the correct age and ask us to bring a correct age certificate declared before a court and so on. If I want to have my child admitted, I have to get a false age certificate. In order to see that confusion is not created in future, I want a very crystal and clear answer.

Mr. SPEAKER.—I would like to suggest to the House that if a point has been raised by one Member, repetition of it in a larger number of words by another Member is not going to add to the efficacy of the point. It takes away a lot of time. That point was raised by Sri Revannasiddappa.

Sri S. R. KANTHI.—Compulsory education starts at five plus ten months. Voluntary admissions will be at five years but compulsory education starts at five years plus ten months. There are a few more points raised and I will not go into them. But I assure the House that I will look into them, especially about the Hindi teachers which was mentioned by Hon'ble Member Srimathi Nagarathnamma.

I want to mention a few other points. The Government have taken a decision to implement the triple benefit scheme and an officer has been appointed in this respect. You are also aware that the free education concession at the secondary stage to the students of the parents whose income is Rs. 2,400 has been announced yesterday. The Government have also taken steps to

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upgrade the three intermediate colleges. In the meantime during the last few months, two more colleges have been started in the private sector—one at Tiptur and the other at K.G.F. I have also mentioned that the high schools have increased enormously and their number at the present day is 991. I must also mention here, Sir, that we have been lucky in inducing the Government of India to locate at Mysore the West German Printing Press. It is going to be one of the huge printing Presses and whatever complaints have been made on the floor of this House about the textbooks will not prevail any longer after the establishment of this West German Press. Steps have also been taken for the establishment of two regional Printing Presses—one at Dharwar and the other at Gulburga. Steps are being taken for Mono Press to be installed at Bangalore. We have also requested the Government of India to give more aid to employ more primary teachers. We are awaiting the Government of India's reply and I feel sure the Government of India will come to our aid. I have also announced yesterday the setting up of a Committee to look into the establishment of a special type of University for Bangalore. The Government of India have decided to locate the regional Training College at Mysore. We have also drafted a Bill to establish a Rural Agricultural University, the centres of which will be Hebbal and Dharwar. I have also mentioned what steps we have taken about the mid-day meals. These are some of the things which have happened during the last few months.

Smt. K. S. NAGARATHNAMMA.—What about Hindi teachers and audio-visual education?

Sri S. R. KANTHI.—I will look into that. There was a point raised by one Hon'ble Member by way of cut motion and that is about the levy of medical inspection fee without arranging for medical inspection. My information is, no medical inspection fees are collected. One Honourable Member wanted the appointment of Deputy Inspectors of Schools in the Taluks.

Sanction has been accorded for Deputy Inspectors of Schools in the State but the cadre and recruitment rules for such Deputy Inspectors are under the final consideration of Government. A complaint was made about the inadequate allotment and step-motherly treatment of the aided schools. It is the declared policy of the Government to foster private effort in education and aid them suitably. In the new grant-in-aid code, the provisions have been liberalised so that 80% to 85% of the expenditure is borne by the Government in the urban and rural areas respectively. Building grants up to 50% of the cost subject to a maximum of one lakh of rupees is provided for. It is the policy of the Government to foster private institutions as much as possible and specific requests and concrete proposals coming from the aided schools will be considered by the Government sympathetically and Government will try to remove the grievances, if any.

Sir, I have referred to the more important of the points. I am sure that the Hon'ble Members will be satisfied; and if there are any difficulties with them, I will be at their disposal to give whatever information they want.

ಶ್ರೀ ಕೆ. ಲಕ್ಷ್ಮೇಶ್ (ಹೆಬ್ಬಾಲ್).—ಪ್ರೀತಿಯಾಗಿ ಶಾಲೆಗಳಿಗೆ ಬೇರೆ ಪ್ರಸ್ತಾಪನೆಗಳನ್ನು prescribe ಮಾಡಿದ್ದಾರೆ. ಈ ಪ್ರಸ್ತಾಪಗಳಲ್ಲಿರುವ ಕಲ್ಪವು ವಿಚಾರಗಳನ್ನು ನಮ್ಮ ಸ್ವೇಕಿತರು, ಹೆಚ್ಚಾಗ್ಗೆ ದೇವರಾಜುನೇ ದುಗ್ಂಗ ಶತ್ರುಗಳಿಗೆ ಅಂಬಂಧ ವಿಷಯಗಳು ಈ ಪ್ರಸ್ತಾಪಗಳಲ್ಲಿ ಅಳಿಸ್ತಾಗಿವೆ. Fundamentals ಎಲ್ಲ ತಪಾಗಿವೆ ಮತ್ತು ಪಾಠಪ್ರವಚನಗಳು ನಡೆಯುತ್ತವೆ. ಈ ವಿಚಾರದಲ್ಲಿ ಸರ್ಕಾರದವರು ಈನು ಯೋಜನೆ ಮಾಡಿದ್ದಾರೆ?

ಶ್ರೀ ಎಸ್. ಅರ್. ಕಂತಿ.—ಗೋಲ್ರೆ ಗುಮ್ಮಟ ಗುಲ್ಬಂಗ್ ಜಿಲ್ಲೆಯಲ್ಲಿದೆ ಎಂದು ಪ್ರಸ್ತಾಪ ಮಾಡಿದ್ದಾರೆ ಇಂಥ ಕಲ್ಪವು ತಪ್ಪಿಗಳಿವೆ. ಇವನ್ನು ತಿದ್ದುವ ಸಲುವಾಗಿ ಒಂದು ಕಮ್ಮಿಟಿಯನ್ನು ಮಾಡುತ್ತೇನೆ ಎಂದು ಹೇಳಿದ್ದೇನೆ.

Sri S. M. KRISHNA (Maddur).—Sir, the other day the Finance Minister made a statement in this House while intervening in the Budget debate and he was pleased to observe that the Government had taken a decision to name these temporary Lecturers who became Demonstrators and Tutors as Assistant Lecturers. Sri Ganji Veerappa also

made a reference to this matter. You have not been pleased to say anything on that.

**Sri S. R. KANTHI.**—I have made an exhaustive statement on this point.

**Sri S. M. KRISHNA.**—All this happened after you made the exhaustive statement.

**Sri S. R. KANTHI.**—Whether you call them as Tutors or Assistant Lecturers, it does not matter.

ಶ್ರೀ ಎಂ. ಅರ್. ಕೆರೆವಾರುತ್ತಿ. ನೂಲು ಗಳಿಗೆ ಹೋಗತಕ್ಕ ಹಂಡಗಿರಿಗೆ ರೋಡ್ ಹಾರ್ನ್‌ಸ್ ಪ್ರೋಟ್‌ಎಂಬು ಗಳಲ್ಲಿ ರಿಯಾಲಿಟಿಯನ್ನು ತೋರಿಸುತ್ತಿಲ್ಲ. ಶಾಲೆಗಳಿಗೆ ಹೋಗತಕ್ಕ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರಾಚೀನೀಗಳಾಗಿ ಕರೆದುಕೊಂಡು ಹೇಗೆಲು ವಿವಾದು ವಾಡಿಕೊಡುತ್ತೀರಾ?

ಶ್ರೀ ಎಂ. ಅರ್. ಕಂತಿ.—ಆ ವಿಚಾರವನ್ನು ಹ್ಯಾನ್‌ಪ್ರೋಟ್‌ಎಂತಿರಾಳ್‌ಕೆ ಇಚ್ಚೇಕು.

ಶ್ರೀ ಸಿ. ಜಿ. ಮಾತ್ರಣಿ. ಪ್ರಾಧಿಕಿಕ ವಿದ್ಯಾ ಭಾಷ್ಯಾನಕ್ಕೆ ಒಬ್ಬ ಡ್ಯೂಟಿಕ್‌ಪ್ರೋಟ್‌ನ್ನು ಸೆಪ್ಟೆಂಬರ್ ಮಾಸದಲ್ಲಿ ಪ್ರಾರಂಭಿಸಿದ್ದರೆ ಇದು ಹೇಳಿದರು. ಶಿಕ್ಷಣ ಇಲಾಜೆಲ್ಲಾ ಅಗ 3-4 ಜನ ಜಾರ್ಜ್‌ಎಂ ಡ್ಯೂಟಿಕ್‌ಪ್ರೋಟ್ ಆಗಿಳಿಸಿರೇ. ಉದಿಗಿ ಕೂಟುರೂಪ ಉದಿಕಾರ ಪ್ರಾಯಾ ಇನ್, ಉಪರ ಜಾಜ್‌ರ್‌ರಿ ಇನ್ ಎಂಬುದನ್ನು ಹೇಳಲಿಲ್ಲ.

ಶ್ರೀ ಎಂ. ಅರ್. ಕಂತಿ.—ಈ ಬಗ್ಗೆ ಒಂದು ನೊಯಿಫಿಕೆಂಪ್ ಆಗಿದೆ. ಅದನ್ನು ಒಕ್ಕ ಕೆಲ್ಲಾರು?

**Sri C. J. MUCKANNAPPA.**—Should we not know what are the duties and responsibilities and functions of the Joint Directors? ನೊಯಿಫಿಕೆಂಪ್ ಆಗಿದುವದು ನಮಗೆ ತತ್ತ್ವಂ ಇಲ್ಲ.

**Mr. SPEAKER.**—If there is a notification, then the Member is at fault.

**Sri C. J. MUCKANNAPPA.**—I do not know where that notification is.

**Mr. SPEAKER.**—I solve it by requesting the Hon'ble Minister to give him a fresh copy.

**Sri C. J. MUCKANNAPPA.**—I request the Hon'ble Speaker very humbly, Sir. Let him not be unkind. I want to know what are the duties of Joint Directors, because I understand there is any amount of quarrel in the DPI's Office. Let me know what are their duties, responsibilities and functions. Please make it clear, Sir.

**Sri S. R. KANTHI.**—I want to refresh the memory of that Hon'ble Member by referring him to my exhaustive reply given.

**Sri M. V. GHORPADE.**—Sir, I want to put this question rather bluntly, so that I want the categorical reaction

from the Hon'ble Minister. Is it not a fact that if you abolish English as the medium of instruction, you are left with no alternative but to accept Hindi as the language for all central purposes and inter-State purposes and recruitment? Does the Hon'ble Minister consider that is more in the interest of Karnataka and South India to strengthen the position of English at the Centre? Even Sri Sanjeeva Reddy has made a statement on this point. In Madras, certain elements which are wanting to make Tamil as the medium of instruction, have no intention of accepting Hindi. The result will be the strategy of segregation. In Karnataka whether we will not be supporting the strategy of segregation if we support this move? Whether it is not a fact that we have no alternative except to accept Hindi for all Central purposes if you abolish English as the medium of instruction? Do you think that it will help Karnataka if you strengthen the position of English? Will it not result in large scale unemployment in Karnataka? Is this Government prepared to guarantee full employment to every child in Karnataka?

**Sri S. R. KANTHI.**—I do not know what is happening in Madras. I only state that at the National Integration Council on which the Chief Minister of Madras was also a Member, he has accepted that the medium of instruction will have to be regional language and it will have to be changed in due course of time, stage by stage, step by step and it has to be as smooth as possible. They have also accepted the formula of three languages one is regional language, the second is Hindi and the third is English being made compulsory, and when all these three languages are compulsorily taught to our boys and girls, to as large a section as possible, we need not be afraid of the segregation policy at all. And after all, this is a matter on which great thought has been bestowed and decisions have been taken at the highest level by people who have the good of the country as a whole at heart and started the idea of national integration to discourage disintegrating tendencies.

**Mr. SPEAKER.**—Is there any end to these sorts of questions? If everybody wants clarifications on every point, how are we to proceed? We have already overstepped the time allotted. Now it is 5 O'clock and we should have finished two Demands by this evening.

**Sri B. R. SUNTHANKAR.**—I want to ask about the night schools. There has been a Central decision to encourage evening high schools and colleges. Even the Defence Department has been conducting some technical courses at night. May I know whether this Government is not going to be in conformity with the Central decision as regards the night high school?

**Sri S. R. KANTHI.**—As I have already said, night tuition is not discouraged. What we discourage is the night high school. In fact, it cannot be called as 'night schools'. It does not conform to the standards of a high school. That is why Government is not willing to consider it as night high school. But if the Hon'ble Member is under the impression that Government is discouraging tuitions at night, he is not correct. Government would allow the N.G.Os. and others to take tuition at night, if they so want but night schools cannot be recognised as night high schools.

**Sri SANJIVANATH AIKALA.**—There has been an incessant demand from South Kanara to establish a separate University. I want to have some clarification on that point.

**Sri S. R. KANTHI.**—A University for South Kanara is a dream at present.

**Sri P. F. D'MELLOW (Nominated).**—The Government have been pleased to accept that in the case of the lady trainees, 110 girls could not be accommodated because the girls did not choose to go to training schools other than the one at Bangalore. Will the Hon. Minister consider whether it is not possible to accommodate these girls at Bangalore by enabling the other high schools which are willing to undertake training of teachers to absorb these 110 girls?

**Sri S. R. KANTHI.**—The view expressed by my Hon. friend

Sri D' Mellow will be kept in view. But it is also difficult to accommodate girls to such an extent.

**Sri G. VENKATAI GOWDA.**—The Hon. Minister was pleased to say that a high-level committee had bestowed its thought in respect of the change of medium of instruction. May I know whether before Government takes a decision, it will take the House into confidence?

**Sri S. R. KANTHI.**—We do not take any decision so far as the present Universities are concerned. It is their own business.

**Sri ANNA RAO GANAMUKHI.**—Since a statement has been made by the Education Minister saying that the 3 colleges which they have started privately in the ex-Mysore region are going to be taken over by Government, I want to know whether in view of the fact that these first-grade colleges were started in these districts because Government did not like to start Colleges, if the managements of Hyderabad districts namely, Bidar and Raichur, come forward and they express their inability to upgrade these colleges, would Government take over these colleges also?

**Sri S. R. KANTHI.**—I am sorry I did not give the full story. That is why this confusion started. The idea was to give one first grade college to each district and wherever there was no first grade college, it was the intention of the Government to give them a first grade college. In respect of Kolar, they started the first year and then expressed their inability to start the second and third year courses. In Chikmagalur the same situation arose. Government stepped in and said that since Kolar, Chikmagalur and Mandya had no first grade colleges, Government would undertake the task of giving them each a first grade college.

**Sri ANNA RAO GANAMUKHI.**—Is the Government going to start or not there?

**Sri S. R. KANTHI.**—We have upgraded the Intermediate Colleges.

**Sri D. VENKATARAMIAH (Robertsonpet).**—Will the Government consider the

desirability of upgrading the Mining School in Rebertsonpet into a Mining College in view of the fact that assurance has been given by the present Education Minister who was then the Chief Minister and also the previous Chief Minister, Sri Jatti, that it would be done immediately this year?

**Sri S. R. KANTHI.**—We expect that the K.G.F. will go over to the Government of India at the earliest hour and if that is so, this question does not arise at all.

**SRI GANJI VEERAPPA (Harihar).**—May I know the policy of the Government in the matter of starting 3 more engineering colleges in the State?

**Sri S. R. KANTHI.**—In the Third Plan, no allotment for starting engineering colleges has been made. As far as Government is concerned the question of starting engineering colleges does not arise at all.

ಶ್ರೀ ಎ. ಡಿ. ಡೊಸ್ತುಮೇಚ್ (ರೋಳ್),—ರೇಸಿಡೆನ್ಸಿ ಯಲ್ ಹೆಚ್‌ಸ್ಕ್ಯಾರ್ ಸ್ಕೂಲನೆ ಮಾಡುವ ಬಗ್ಗೆ ತವ್ತಾ ಅಭಿಪ್ರಾಯ ಇನಾಡುತ್ತಾ?

ಶ್ರೀ ಎಸ್. ಆರ್. ಕಂ. ರೇಸಿಡೆನ್ಸಿ ಯಲ್ ಕಾರ್ ಗಳನ್ನು ಮಾಡುವ ರೂಪ್ತೆ ಸಕಾರಕ್ಕಿಲ್ಲ.

**MR. SPEAKER.**—The Hon'ble Member could have been here when the reply was given. He was not present and he wants to make a point of it now.

**Sri Y. MANJAIAH SHETTY (Baindur).**—A couple of days ago, it appeared in the news papers that the Finance Minister while replying to the debate in the Council had said that the Government had decided to transfer elementary education to taluk boards. Now the Hon'ble Education Minister while replying to the debate has said that the Government is yet to take a decision in this matter. May I know which version is authoritative?

**Sri B. D. JATTI.**—What I said in the Council was that it was the intention of the Government to transfer management of the primary schools to Taluk Development Boards. The final decision and the orders of the Government will be issued afterwards.

**Sri G. VENKATAI GOWDA (Palya).**—What was said was that a final decision

had been taken but only the implementation is pending.

**Sri B. D. JATTI.**—If the Hon'ble Member is going to depend on the reports which appear in the Press, it is a different matter.

**Sri G. VENKATAI GOWDA.**—But, is it.....

**MR. SPEAKER.**—Where is the time if everybody puts questions? At 5 O' clock I am going to put the Demands to the House.

[**Sri N. O. SAMAJI.**—Spoke in Marathi].

**Sri S. R. KANTHI.**—(In Marathi).

**Sri G. VENKATAI GOWDA.**—The Hon'ble Minister was pleased to say that there was no allotment in the Third Plan for starting engineering colleges. I want to know what help Government would give if private managements come forward to open such colleges. Some private gentlemen have now come forward to start engineering colleges and what help would Government give?

ಶ್ರೀ ಎಸ್. ಆರ್. ಕಂ.—ತಾ ಬಗ್ಗೆ ಆಗಾಗೆ ಒಂದು ಗಪನ್‌ವೆ ಈ ನೋಟಿಕೆ ತೆಗೆದಿದ್ದೇವೆ. ಅದು 4-5 ದಿವಸಗಳ ಹಂಡ ಬಂದಿದೆ. ಗಪನ್‌ವೆ ಒಂದಿನದರು ಯಾವ ರೀತಿಯಾದಲ್ಲಿ ಅಂತಹ ಮುಂಚೆ ಅಗುಷಿದಿಲ್ಲವೆಂದು ಹೇಳಿದ್ದೇವೆ. ಯಾರು ಹಾಗೆ ತೆಗೆಯುತ್ತಾರೆಯೇ ಅವರ ಕಂಳಿಸುವುದು ಗೊತ್ತಿಲ್ಲ.

**Sri Y. MANJAYYA SHETTY.**—When the Hon'ble Education Minister was the Chief Minister of this State, he visited Manipal in connection with some function and he was pleased to announce that this State required two more Universities and that one of these Universities would have its headquarters at Manipal in South Kanara. May I know whether the Hon'ble Minister holds that view still or whether he has changed that view?

5.00 P.M.

**Sri S. R. KANTHI.**—Sir, I have made no such statement at all. I only said that there was a demand for two or three more Universities in the State. It is a matter to be considered in due course by Government.

**Mr. SPEAKER.**—I will now put the Demand to the House. The question is :

“That a sum not exceeding Rs. 17,75,76,700 be granted to the Government to defray the charges which will come in course of payment during the financial year for the period ending 31st day of March 1962, in respect of ‘Education’.”

*The motion was adopted.*

**Demand No. 18—Medical**

**Sri K. NAGAPPA ALVA** (Minister for Health).—Sir, on the recommendation of the Governor of Mysore, I beg to move :

“That a sum not exceeding Rs. 3,32,01,000 be granted to the Government to defray the charges which will come in course of payment during the financial year for the period ending 31st March 1963, in respect of ‘Medical’.”

**Mr. SPEAKER.**—Motion moved :

“That a sum not exceeding Rs. 3,32,01,000 be granted to the Government to defray the charges which will come in course of payment during the financial year for the period ending 31st March 1963, in respect of ‘Medical’.”

Demand No. 19 also is before the House. The Cut Motions have been circulated. Now the debate will begin. Before it begins, I would like to know how long we should sit. Shall we sit till 6-30 P.M. or 7 P.M.?

**Sri B. D. JATTI.**—Till 6-30 P.M., Sir.

**Sri C. J. MUCKANNAPPA.**—Till 9 o’clock, Sir.

**Mr. SPEAKER.**—Is that the suggestion of the Hon’ble Member? Shall I put it to the House? Does the Hon’ble Member want me to take it seriously?

**Sri C. J. MUCKANNAPPA.**—I wanted that we should sit till 6 P.M. But the

Finance Minister so easily suggests that we should sit till 6-30 P.M. That is why I said.

9 P.M.

**Mr. SPEAKER.**—When any Hon’ble Member makes a suggestion, he must be serious about it. The debate will go on for the rest of the day and till 3-30 P.M. tomorrow and then the Government will reply. The House will sit till 6-30 P.M. today. Today it will be fifteen minutes for each Hon’ble Member to speak; tomorrow it may be ten minutes. We will begin the debate.

**Sri SANJEEVANATH AIKALA.**—Mr. Speaker, Sir, The policy and the programme of the Government of Mysore in regard to public health and medicine are most unhealthy and unsound. Too frequently, the Ministries in Mysore are subjected to infantile paralysis and mortal casualty for the last six or seven years. This has the deteriorating effect on the Medical as well as the Public Health Departments. Grave malady requires grave remedies and I feel that only an able Physician can treat it properly, and I feel our present Health Minister is quite expert in that respect.

[**MR. DEPUTY SPEAKER** in the Chair].

Since the time allowed to me is short, I would like to refer briefly to certain salient points. I would like to refer to the Blore Committee Report. It has been suggested in that report that there should be only one Director both for the Medical and Public Health Departments. That has not been implemented and I feel that a time has come when this recommendation should be implemented immediately. Sir, much is said about the Primary Health Centres, where there are no doctors, no staff and no medical and other equipments. So, immediate attention of Government is essential and necessary steps should be taken in this direction. Then Sir, I refer to the vexatious disease in the country and in particular in the State and that is the leprosy disease. That is a most

dangerous disease and sufficient attention is not given to treatment, prevention and its eradication. There are not enough hospitals to accommodate leprosy patients, consequently, we find most of these people in the streets of the cities go a begging. So, I draw the immediate attention of the Government to see that enough hospitals are provided to accommodate such patients.

Then, Sir, I shall confine my remarks to Ayurveda. Most of the Health Ministers in this Government had shed crocodile tears, if I may say so, on the pitiable plight of Ayurveda medicines and Ayurveda Practitioners. Nothing has been done in this direction. Time and again there was incessant demand by the Ayurveda Practitioners and Ayurveda students to improve their lot. But unfortunately, no attention has been given to this question. Problems facing the Ayurveda profession have repeatedly been brought to the notice of the Government with no results. I suggest that a separate Director of Ayurveda Medicine must be appointed immediately.

When the Hainanthalaiya Ministry was functioning, the Chief Minister promised that a Director of Ayurvedic Medicine would be appointed. I ask Government whether they could not find one Director for Ayurvedic Medicine in the State so far. There were several eminent practitioners, Ayurvedic scholars and well versed Ayurvedic physicians. Government could have appointed one among them as Director in Ayurvedic Medicine.

**Sri K. NAGAPPA ALVA.**—There is the Deputy Director now in charge of Ayurveda-indigenous system of medicine.

**Sri SANJEEVANATH AIKALA.**—There must be a separate Director for Ayurvedic Medicine and a Deputy Director is not primarily meant for that.

**Sri B. D. JATTI.**—May I raise one point? When both the Medical and Health Departments are to be combined, at that time there will be only one Director. Then what is to happen to

different systems of medicine? It will be a section in that department. One Deputy Director will look after Ayurveda.

**Sri SANJEEVANATH AIKALA.**—This is the demand made by our Ayurvedic practitioners. They want a separate Director for Ayurvedic medicine and I still insist upon it and say that a separate Director be appointed for Ayurvedic medicine.

All the Ayurvedic hospitals and Ayurvedic teaching institutions are ill-equipped. There are not a sufficient number of Professors to teach the various subjects. We have got two children one Allopathic and the other Ayurvedic. The Allopathic child is pampered and fed well and it is given more funds than it actually requires. The Ayurvedic system is under-fed and it is starved and you see how the two children are growing. The Allopathic child is growing very well and the Ayurvedic child is growing weaker and weaker. I ask, is it proper to treat the different systems of medicine in two different ways? How can you expect the same growth in these two systems of medicine when they are treated differently? What is the amount allotted for Ayurveda when compared to the Allopathic system of medicine? Ayurveda is not only a science of curing but it is a science of life as well. It was given sufficient patronage by our national leaders and even Gandhiji was of the firm opinion that if at all the Indian masses could get good treatment, it was only through the Ayurvedic system of medicine. Unfortunately this was not palatable to the Ministers who were in charge of Medical and Public Health Departments.

I also wish to bring to the notice of this House certain difficulties to which our Ayurvedic practitioners are subjected. They are of course Registered Practitioners but they have to take licence to use Aristas and Aswas. You register them as Vaidyas and if they are to use Aristas and Aswas they have to obtain licence. The N.P.T Act clearly lays down that no Ayurvedic practitioner should take licence to use Aristas and Aswas.

(SRI SANJEEVANATH AIKALA)

They contain only 17 to 18 per cent of alcohol and this percentage is not sufficient to intoxicate a person.

**Sri B. D. JATTI.**—There are some practitioners who in the name of these medicines are actually making liquor. To prevent it they are expected to maintain registers.

Sri SANJEEVANATH AIKALA.— It is very strange that the Finance Minister should make this allegation which is not true. If it were so under the provisions of the Prohibition Act, such offenders could be dealt with; but the provisions of the M.S.T.P. Act should not be made use of to harass the Ayurvedic practitioners. I will cite one example. The Proprietor of one Pharmaceutical Company called Buvendranath Products, Katpadi was arrested for alleged illegal possession of alcohol but ultimately the proprietor took the case to the court and the Excise Inspector who arrested the proprietor was reprimanded by the Learned Judge against the misinterpretations of the Act and I understand the Excise Inspector is now under suspension. That is how the provisions of this Act have been misinterpreted and consequently most of the Ayurvedic practitioners have been harassed so much. The Act recently passed contemplates the appointment of an Ayurvedic Board. Though the Act was passed about three months back, the constitution of the Ayurvedic Board is not yet finalised.

**Sri G. VENKATAI GOWDA.**—They are framing rules.

**Sri SANJEEVANATH AIKALA.**— Does it require three months to frame the rules? Government should take the earliest opportunity to constitute this Ayurvedic Board which is quite necessary.

here are some Ayurvedic Colleges. Government is giving them very small subsidies. They say, since not so much patronage is given to these institutions by the public why should Government give large subsidies or grant-in-aid ? This is again begging the question. I ask, how the Ayurvedic

institutions which are badly fed, which are given small doles, can be expected to come up to the standard of the allopathic institutions which are so pampered by Government? Now, Sir, several demands of the Ayurvedic students have not been met and there have been incessant troubles in all the Ayurvedic Colleges. I ask Government to enquire into these demands and do justice to the Ayurvedic system of medicine which is one of the ancient systems, which alone could bring real relief to the rural people.

ಶ್ರೀ ಕೆ. ಎಂ. ಡೇ ಎ ಯ್ಯಾ (ಪೆರಿಯಾಪಟ್ಟಣ).— ನಭಾಧ್ಯಕ್ಷರೇ, ನಮ್ಮ ಮುಂದೆ ಇಟ್ಟರುವ ಬ್ರೆಡಿಕೆ ಯನ್ನಿಂದ ನಷ್ಟಿಸುತ್ತು ತಮ್ಮ ಮುಂದೆ ಮಾತ್ರ ನಾಡಿನ ಕಟ್ಟಗಳ ವಿಷಯವನ್ನು ಇಡ್ಲಿಕೆಂದು ಬಿರು ಮಾತ್ರ ನೇನೆನ್ನು ಸ್ವಾಮಿ, ನಮ್ಮ ಕೆಂಡಗು ದಿಸ್ತಿಕ್ತ ಮರ್ಗನಾಡು ದಿಸ್ಪಿಕ್ತ ಕ್ಷು. ನಮ್ಮ ದಿಸ್ಪಿಕ್ತ ನ್ಯಾಲ್ 22 ಅನ್ನ ತ್ವರಿತ ಗಳು ಇವೆ. ನಮ್ಮ ದುಡ್ಪುವಿದಿದ್ದ ಇಂಜಿನಿಯರ್ ನಾಥರಳ 7-8 ಅನ್ನತ್ವರಿತಗಳಲ್ಲಿ ದಾಕ್ಟರುಗಳೇ ಇಲ್ಲ. ಈ 22 ಅನ್ನತ್ವರಿತಗಳು ಎಲ್ಲಾ ನಕಾರಾದವರು ಕಟ್ಟಿ ಸಿದ್ಧಿಲ್ಲ. ಬಂದು ವರದು ಮಾತ್ರ ನಂಂಬಿದವರು ಕಟ್ಟಿಸಿದ್ದಿ, ಬಾಕಿ ಏರ್ಲೂ ನಾವರಿಜಿರು ಮುಂದು ಬಂದು ಅನ್ನತ್ವರಿತಗಳನ್ನು ಕಟ್ಟಿಲ್ಲ, ಕೆಲವು ಕಡೆಗಳಲ್ಲಿ ಇದರ ಬಚಿಗಾಗಿ ತೋಳಿದವರು ದುಡ್ಪುಕೆಂಡುತ್ತಾ ಇದ್ದಾರೆ. ಅದರೇ ಈ ಅನ್ನತ್ವರಿತಗಳಲ್ಲಿ ಬಹಳ ದಿವಸ ದಿಂದ ದಾಕ್ಟರುಗಳಿಗೆ ಜನರಿಗೆ ನೌಕಾಯು ನಿಕುದೇ ನಿಪ್ಪಾರ್ಶಿಸಿನವಾಗಿತ್ತಾ ಇಲ್ಲ ರು ಪು ದು ಬ ಹ ಇ ಶೋಚಿಸಿಯಿರು. ನಾವ ಕೇಳಿದರೆ ನಿನ ಮಾಡುವುದು ದಾಕ್ಟರು ಇಲ್ಲ, ದಾಕ್ಟರುಗಳು ನಿಕುದಿಲ್ಲ. ಸ್ವಲ್ಪ ತಾವು ಕಟ್ಟುತ್ತಾಳಿಕೊಳ್ಳಬೇಕು ಎಂದು ಹೇಳಿತ್ತಾರೆ. ಈ ಕಾರಣ ನೂರ ಹೇಳುವಂದಿಂದು ಬಹಳ ತೋಳಿಸಿಯ್ದಿ. ನಾನು ತಿಳಿದುಮಟ್ಟಿಗೆ ನರಾಕಾರದವರು ರಿಕೊಪ್ ಮಾಡುವ ಬಗ್ಗೆ ಲೋಕಲ್ ಕಾರ್ಯಾಧಿಕೆಗಳನ್ನು ಎಂದು ರೆಕೂಪ್ ಮಾಡುತ್ತಾರೆ. ಅಮೇರಿಕ ಅವರನ್ನು ಪರ್ಯಾಯ ನೆಂಬು ಮಾಡುವುದಿಲ್ಲ. ಆದ್ದರಿಂದ ನಮ್ಮ ರಾಜ್ಯದಲ್ಲಿರತಕ್ಕ ತರಬೇತಿ ಆದ ದಾಕ್ಟರುಗಳು ಬೇರೆ ಬೇರೆ ಪ್ರದೇಶಗಳಿಗೆ ಹೋಗುವ ಸಾಧಭ್ಯ ಇದೆ. ಈ ಬಂದು ತಪ್ಪಿನಿಂದ ದಾಕ್ಟರುಗಳ ಕೊರತ್ಯಾಗಿದೆಯೇ ನಿಂದ ನಿರ್ದಿಷ್ಟ ನಮ್ಮಲ್ಲಿ ದಾಕ್ಟರುಗಳ ಮಾಡಿದರೆ ನಿಂದಿತವಾಗಿಯೂ ದಾಕ್ಟರುಗಳ ಕೊರತೆ ಬರಲಿಕ್ಕಿಂತಿಲ್ಲ. ಇನ್ನೊಂದು ಕಾರಣವೇನೀಂದರೆ ಮೆಡಿಕಲ್ ಕಾಲೇಜುಗಳಲ್ಲಿ ತಾವು ಅಡ್ರಿಫ್ಟ್ ಕೊಡುವಾಗೇ ಮೆರಿಟ್ ಇಟ್ಟುಕೊಂಡಿದ್ದಿರಿ. ಬ್ಯಾಕ್ ವರ್ಟ್ ಕಾಲ್ ಸ್ನೇಕಾರ್ಮ್ಯಾನಿಟಿ ಫಾರ್ಮಾಚೆಟಿಕ್ ಕಾರ್ಯಾವಳಿ ಮಾಡಿದರೆ ಮೆರಿಟ್ಸನಲ್ಲಿ ಬಿಡುವವರೆಲ್ಲರೂ ಫಾರ್ಮಾಚೆಟ್ ಕಾರ್ಯಾವಳಿ ಅವರು, ಬ್ಯಾಕ್ ವರ್ಟ್ ಕಾರ್ಯಾವಳಿ ಮೆರಿಟ್ಸನಲ್ಲಿ ಯಾಂದೆ ಬಿರುವವರು ಬಿಂದ್ಮೇಗ್ರಾನ್ ರ ಮುಕ್ಕಳು. ಬೆಂಗಳೂರು, ಮಂಗಳೂರು ಇಂಥಾ ಸಿಟಿಗಳಲ್ಲಿರು ವರದ ಮುಕ್ಕಳಿಗೆ ಸೀರಿಯು ಸಿಕ್ಕುತ್ತದೆ. ಅವರು ಯಾವತ್ತು ಹೇಗೆಗಳನ್ನು ಕಾಣಿದವರು, ಅದರಲ್ಲಿ ಮಲ್ಲಾನಾದಿನಲ್ಲಿ 120ರಾದ 250 ಇಂಚು ಮಾತ್ರ ಬೇಳುತ್ತದೆ. ಅಂಥಾ ಕಡೆಗೆ ಇವರನ್ನು ಹೊಗೆ ಎಂದರೆ ವಾಪ ಪಟ್ಟಣಗಳಲ್ಲೇ ಇದ್ದು ಅಭಾವ ನಿವಾಗಿ,

ಸಿನಮಾ ಸ್ನಾಡಿಕೆಂದು ಇದ್ದವರು ದಟ್ಟ ಕಾಡು, ಮರ್ಲೆನಾಡಿನಲ್ಲಿ ಹೋಗಿ ವಾಸನ್ ನಡಲು ಬಿಂಬಿ ವುದಿಲ್ಲ, ಇದು ಒಂದು ಉಪ್ಪು ನೀಡುತ್ತದು. ಅಡ್ಡಿಪ್ಪು ಮಾಡು ಹಾಗ ಮುಲ್ಲೆನಾಡಿನಲ್ಲಿ ಇಳಿಗಳಾದುಗಳಲ್ಲಿರುವವರು ಮುಕ್ಕುಳಿಗೆ ಅಡ್ಡಿಪ್ಪು ಕೆಲ್ಲಾಡಬೇಕು. ಹೆಚ್ಚಾಗ್ಗೆ ಅಡ್ಡಿಪ್ಪು ಕೊಟ್ಟಿರೆ ಅವರು ಹಾಸ್ಯಮಾಡಿಕೊಂಡು ತಮ್ಮ ಈಗಿಗೆ ಹೋಗಿ ಕಲ್ಪನೆ ಮಾಡಬತ್ತಾರೆ. ಹಟ್ಟಿಣಿದವರು ವೀಲೆ ನಾಡಿಗೆ ಹೋಗುವುದಂದರೆ ಬಹಳ ಕಡ್ಡಿರಿತು. ಅಡ್ಡಿರುದ ಮುದುರಾಸಿನಲ್ಲಿ ನಷ ಹೀ ದಿಕಲ್ ಸೀರ್ಚ್ ಆಗಲ್ಲೇ, ಇಂಬಿಸಿಯಾರಿಂಗ್ ಸೀರ್ಚ್ ಆಗಲ್ಲೇ ದಿಸ್ಸಿಪ್ಪು ಪ್ರಾರು ಹೆಚ್ಚಿಗಳಾದಿನವರಿಗೆ ಇಪ್ಪು, ಹೆಚ್ಚಿಲೆವಾರಿಗೆ ಇಪ್ಪು ಎಂಬ ಒಂದು ಪದ್ಧತಿ ಇಟ್ಟಿಕೊಂಡು ಅಡ್ಡಿಪ್ಪು ಕೊಡುತ್ತಾರೆ. ಅದೇ ತರಹ ನಮ್ಮಲ್ಲಿ ಅಡ್ಡಿಪ್ಪು ಮಾಡಿದರೆ ಖಿಂಡಿತಪಾಗಿಯೂ ನಮಗೆ ಹಳ್ಳಿಯಲ್ಲಿ ಇಂಥಾ ಮರ್ಲೆನಾಡಿನಲ್ಲಿ ಡಾಕ್ಟರ್ ರಾಗಳ ಕೂರತೆ ಬರಲಿಸ್ತಿಲ್ಲ. ಆ ಒಂದು ತಪ್ಪನ್ನಿ ತೆದ್ದಿ ಕೊಳ್ಳಬೇಕೆಂದು ನಸರ್ಕಾರದವರಿಗೆ ಅತಿ ಹಿನ್ನಿಂದಿಂದ ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ.

ಮಲೆನಾರಿದಿನಲ್ಲಿ ಇರುವಂದ ಜನರು ಕಟ್ಟುಕಟ್ಟಿ  
ಬೀಳನ ಮಾಡುವಂಥವರು. ಉವರು ಬಾಲುಲ್ಲಿ  
ಬಿಡ್ಡರೆ, ಅನ್ನತ್ವೆಗಳು ಇಡ್ಡರೂ ಡಾಕ್ತರುಗಳಿಳ್ಳದ್ದೇ  
ಬೆಂದಿ ಸಿಕ್ಕುಡ್ಡೀ ಇರುವುದರಿಂದ ಬಹಳ ಕಟ್ಟುವಾಗಿದೆ.  
ಎಲ್ಲ ಹೊದ್ದರೂ ಬೆಂದಿ ಇಡ್ಡ ಎನ್ನುತ್ತಾರೆ. ಮೀಸ್ತ್ರ  
ಪಾಪ್ ಬರೆದುಕೊಡುತ್ತಾರೆ. ದ್ರಗಿಸ್ತುವಾವೇ  
ನಿಂದ ತರಬೇಕೆಂದು ಹೇಳಿತ್ತಾರೆ. ಕ್ರಿಗಾದರ ಬದವ  
ರಿಗೆ ಪನ್ನ ಪ್ರಯೋಜನವಾದಂತಾಯಿಲ್ಲಾ? ವರ್ತ  
ನಾಡಿನಲ್ಲಿ ವಾನ ಮಾಡುವವರು ಡಿಕ್ಕಾಡು ಪ್ರದೀಪ  
ದಲ್ಲಿರ ಇವರು ಅಗಿ ಕಲ್ಪಿರಲ್ಲಿ ಇಂಕಾ ಇತ್ಯಾರ್ಥ  
ಮುಂಬಿಕ ಸರ್ವಾರ್ಥದವರಿಗೆ ತುಂಬಬಾ ಜಣ ಕೊಡುತ್ತಾರೆ  
ಇದ್ದಾರೆ. ಕಾಡಿನಲ್ಲಿ ರಾಖಿತೆಂಬೆಂದು, ಪಲ್ಕು ತೆಂಜು  
ಗಳನ್ನು ಮಾಡಿ ಆ ಮುಂಬಿಕ ನೆಂಟಿಲ್ಲಿ ಗಮರ್ಹ  
ಮೆಂಟ್ಸ್‌ಗೂ ಮತ್ತು ಈ ಸರ್ವಾರ್ಥಕ್ಕು ರೆಣಿನ್ನು ಕೊಡು  
ವಂಥವರಿಗೆ ಮುದಿಕಲ್ಲು ಸೌಲಭ್ಯ ಇಲ್ಲ ಎಂದರ ಇದು  
ಬಹಳ ಕಟ್ಟು ಪರಿಸ್ಥಿತಿ, ನಾವುಮಿ. ಇನ್ನುವೀಂದೆ  
ಉದರೂ ಡಾಕ್ತರು ಬರುವದಿಲ್ಲ ಎಂದರೆ ಕಾರಣವೇನ್ನು  
ಎಂಬ ದನ್ನು ಪರಿಶೀಲನೆ ಬಡನಯ್ಯೇ ನಾವು ಕಟ್ಟು  
ವನ್ನು ಹೇಳಿಗೆಲಾಡಿಸಬೇಕೆಂದು ಕೇಳಿಕುಳಿತ್ತೇನೆ.  
ಈಗ ಹೇಸಡಾಗಿ ವಾಂತ್ರಿಗಳಾಗಿರುವವರು ವರ್ತ  
ನಾಡಿನ ಪಡಚು ಇಡ್ಡವರು, ಅವರ ಕಟ್ಟು ಅಡಿತ  
ವರು ಅವರು ನಮ್ಮ ಕಟ್ಟುವನ್ನು ಪರಿಹಿನ್ನತಾರೆ  
ಎಂದು ನಂಬಿದ್ದೇನೆ. ನಮ್ಮ ಪಾರ್ಶ್ವತ್ಯಾಗಿ ಪದು, ಆದು  
ವರ್ಷಾಗಳ ಹಿಂಂದಿಂದಬೇರೆ ಇಡ್ಡಾಗ ಅಲ್ಲ ಮುದಿಕಲ್ಲು ಕ್ರಿಂಜ್  
ಮೆಂಟ್ಸ್ ಬಹಳ ಚೆನ್ನಾಗಿತ್ತಾರೆ. ಇವತ್ತು ಅಲ್ಲಿ ಬದವ  
ರನ್ನು ಕೇಳಿವಾರಿಲ್ಲ ಅಂತಾಗಿದೆ. ಇದನ್ನೇಲ್ಲಾ ಸರಿ  
ಪಡಿಸಿರಿ. ನಮಗೆ ಬೇಕ್ಕಾಗಿ ತರಹದ ಅಡಳಿತ ಇಲ್ಲಿದೆ ಜನ  
ದಲ್ಲಿ ಜಿಗುಹ್ಯಯುಂಟಾಗಿದೆ. ಇನ್ನುಮೂಂದಾದರೂ  
ಮಾನ್ಯ ವಾಂತ್ರಿಗಳು ಮರೆನಾಡು ಹಿಂದು ಅದ  
ಪದೇಶ, ಕಾಡಿನಲ್ಲಿ ವಾನ ಮಾಡಕ್ಕು ಜನರು ಬಹಳ  
ಕಟ್ಟುಪಡುತ್ತಾರೆ ಎಂಬುದನ್ನು ರಿತು ಸೂಕ್ತ ಕ್ರಮ  
ಕೈಕೆಳಿಳಿ ಬೇಕೆಂದು ಅತಿ ಏನಿಯಿದಿಂದ ಬೇಕಿಕೊಂಡು  
ನನಗೆ ವಾದು ಮಾತುಗಳನ್ನು ಅದಲು ಅವಕಾಶ  
ಕೊಟ್ಟಿದ್ದು ಕಾಗಿ ಅದ್ದುಕ್ಕಿರನ್ನು ವಂದಿನಿ ನನ್ನ  
ಮಾತನ್ನು ವಾಂತ್ರಿಗಿಸುತ್ತೇನೆ.

ಶೋಽಪದೋಽಂಗಣಷ್ಟು ಸರಾಪುರದವರ ಗಮನಕ್ಕೆ ತರ  
ಬ್ಯಕ್ತಿಂದು ಇಷ್ಟಿಪಡುತ್ತೇನೆ. ತಮಗೆ ಗೊತ್ತಿರುವ  
ಹಾಗೆ ಕಳೆದವರ್ಷ ನಿಷಿಗೆ ಹಿಂದೆ ಇಷ್ಟಿಂದ ಮಂತ್ರಿ  
ಮುಂದಲ ಸ್ಥಾಪನೆ ಮಾಡಿದೆಂದು ಹುಡಿಕಲ್ಲೆ ಸ್ಥಾಪಿ  
ಗಳನ್ನು ಈಗ ನೀವೆ ಬಡಲಾವಣೆ ವಾಡಿದ್ದಿರಿ.  
ಅನೇಕ ಸಾರಿ ಹೇಳಿತ್ತು ಇಷ್ಟೇವೆ, ಸರಾಪುರದಲ್ಲಿ  
ಒಂದು ಮಂತ್ರಿಮುಂದಲ ಮಾಡಿದಂಥಾ ತೀರ್ಮಾಣವಿ  
ವನ್ನು ಜನ್ಮೊಂದು ಮಂತ್ರಿಮುಂದಲ ಬಡಲಾವಣೆ  
ಮಾಡುವುದರಿಂದ ಆಗತಕ್ಕ ಅನಾಹತಗಳಿನ್ನು ಎಂಬಿ  
ದನ್ನು ಜೊಜನೆ ವಾಡಿ ಮಾಡಬೇಕಾದ್ದು ತಮ್ಮ  
ಕರ್ತವ್ಯ ಒಂದು ಅಧಿಕೃತ ಮಾಃಬೇನ್ ಸಂಬಂಧಿತಕ್ಕ  
ಮಂತ್ರಿಗಳಿಗೆ ತಿಳಿಸಲು ಬಯಸುತ್ತೇನೆ. ಈಗ ಮಾಡಿ  
ಕಲ್ಲೆ ಸ್ಥಾಪಿಸುವುದು ಮಾಡಿ ಅಳ್ಟಿದುತ್ತಾ ಇಷ್ಟಿಂದ  
ಮಾಡಿಕೊಂಡಿರಿಗಳನ್ನು ಮೆಡಿಕಲ್ ಕಾರ್ಡಿಜನ್ ಮೂದಲನ್ನೇ  
ವರ್ಷದ ತಗತಿಗೆ ಸೆರಿಸಬೇಕೆಂದು ಅರ್ಥರ್ ಆಗಿದೆ  
ಎಂದು ಗೊತ್ತಾಗಿದೆ ಇಷ್ಟಿಂದ ಹಿಂತಿದ್ದ  
ಒಂದು ವರ್ಷ ಮೆಡಿಕಲ್ ಸ್ಥಾಪನಳ್ ಇದಿ  
ದ್ವೇಲ್ಲಾ ವ್ಯಾಧಿವಾಯಿತು. ಮತ್ತು ಅರ್ಥಗೆ ಅದ  
ರೀದ ತಗಲದ ಬಿಂಫನ್ಸ್ ನ್ನೆಲ್ಲಾ ತುಂಬಿ ಕೂಡಿವರಿ  
ಯಾರು ?

5-30 P.M

ముడికలో ఇలాబెయిల్స్‌రెటక్స్ కేలపు లోప్రె  
బోస్టింగ్‌గాను నెక్కారద గమనస్తే తరలచ్చిను  
తేనే. కేలపు కడె గూవాంతర ప్రదేశిగాళ్ల  
అయిపేరు యునాని ప్రోద్యుతాలోగాని ట్లె  
డారే. ఆవగాంద జనరిగేస్నా ప్రయోజనా  
విల్ల. అల్ల L.A.M.S. పాసు మాడిరువ వ్యోద్యు  
రన్స్‌ట్లెల్ల. అన్స్కె కడె పండితరన్స్ ట్ల డారే  
ఖనొ ప్రయోజనసప్ల్స. తాల్లూకు బోధి  
నపరు అవరిగె 70-80 రూపాయి నంబిళ కోడు  
త్తుడ్చారే. ఆ స్వత్తుగ ఇగె ననుగ ఇల్ల,  
కాచాపోండరుగాల్ల. ఒ పథగ ఇగాగి 200  
రూపాయి గాంటు కోడుత్తురే. హైదరాబా  
బాదు కణ్ణారికపద్ల 800 రూపాయి వరిగే  
బిపదద ఖండస్ న్ను కోడుత్తుద్దేరే, ఇల్ల కోడువుదు  
ఓపథక్కాగి 20.0 రూ పాయి, సిట్లందిగాగి  
20.0 రూపాయి. ఇదరిందేను ప్రయోజనా?  
అయిపేరేదక్కే ప్రెల్టోక కోడ బీకేం దరే,  
ప్రాణి ఖండస్ న్ను కోడబేకు. ఇలిదిద రే జీంట

(ಶ್ರೀ ಎಚ್. ಡಿ. ದೇವೇಗೌಡ)

ಅನ್ನತ್ರೆಗಳಿಂದ ಪ್ರಯೋಜನವಿಲ್ಲ. ಕೊಡುವ ಕಾಂತಿ ಕೊಡುವ ಮೊಬಿಲಿಗನ್ನು ಹಿಡಿಸಬೇಕೆಂದು ಕಳಕಳಿಯಿಂದ ಕೇಳಬ್ಲೆತ್ತೇನೆ.

ಅಯುವ್ಯೇದ ಡಾಕ್ಟರುಗಳಿಗೆ ಕೊಡುವ ಸಂಬಳಬಹಳ ಕಡವೆ. ನನ್ನುಗಳಿಗೆ 140 ರೂಪಾಯಿ ಸಂಭಳ ಕೊಡುತ್ತಾರೆ. ಅದರೆ ಎಲ್.ಎ.ಎಂ.ಎಲ್. ಮಾಡಿಕೊಂಡು ಬರುವ ವೈದ್ಯರಿಗೆ 120 ರೂಪಾಯಿ ಪ್ರಾರಂಭ ಸಂಬಳ ಕೊಡುತ್ತಾರೆ. ಅದೇ ಎಲ್.ಎಂ.ಎಲ್. ಮಾಡಿರುವವರಿಗೆ 200 ರೂಪಾಯಿ ಪ್ರಾರಂಭ ಸಂಬಳ ಕೊಡುತ್ತಾರೆ. ಈ ರೀತಿ ವ್ಯತ್ಯಾಸವಿದ್ದರೆ ಯಾರು ಕೆಲಸ ಮಾಡುವದಕ್ಕೆ ಬರುತ್ತಾರೆಂಬುದನ್ನು ಯೋಜನೆ ಮಾಡಬೇಕು. ಅಲೋಪತಿಕೆ ಅನ್ನತ್ರೆಗಳಿಗೆ ಕೊಡುವಪ್ಪು ಉತ್ತೇಜಿಸಬ್ಲೆತ್ತೇನೆ. ಅಯುವ್ಯೇದ ವೈದ್ಯರಿಗೆ ವೈದ್ಯಶಾಲೆಗಳಲ್ಲಿ ಬಿಟ್ಟೆ ತೋರುವ ದೋಷಿಯ ಏಪಾರಾಡನ್ನು ಮಾಡಿಲ್ಲ. ಅಯುವ್ಯೇದ ವೈದ್ಯಶಾಲೆಗಳಲ್ಲಿ ಜಿಂಬಡರುಗಳನ್ನು ಕರೆದು ಇದು ಸಾಂಪರ್ಯ ರೂಪಾಯಿ ದಿವಾಟಿಕ್ಕೆ ಮಾಡಿದರೆ ತೆಗೆದು ಕೊಳ್ಳಬಹುದೆಂದು ಮಾಡಿದ್ದಾರೆ. ನಕಾರ್ ಅಲೋಪತಿಕೆ ಅನ್ನತ್ರೆಯಾಲ್ಲಿರುವಂತೆ ಬಾಹ್ಯಂ ಏಪಾರಾಡಿಲ್ಲ.

ಶ್ರೀ ಬಿ. ಡಿ. ಇತ್ತಿ. — ಕೆಲವು ಕಡೆ ಇದೆ; ಮತ್ತೆ ಕೆಲವು ಕಡೆ ಇಲ್ಲ.

ಶ್ರೀ ಎಚ್. ಡಿ. ದೇವೇಗೌಡ. — ಒಂದೇ ಸಮನಾಗಿ ಮಾಡಬೇಕು.

ಬೆಂಗಳೂರಿನಲ್ಲಿ ಜಯಕಾಮಾರಾಟೀದ್ದ ಇಟ್ಟಿ ಉತ್ತೇಜಿಸಿದ್ದಾರೆ. ಅಭಿ ಇಂಡಿಯ್ ಮೆಡಿಸಿನ್ ಇದೆ. ಅಲೋಪತಿಯಾಲ್ಲಿ ದಿಸ್ಟ್ರಿಕ್ಟ್ ಸರ್ಫಿಕಿರಿ: ವ ಅಧಿಕಾರವನ್ನು ಅಯುವ್ಯೇದಲ್ಲಿ ಅದ್ದೇ ದರ್ಶಿಯ ಅಧಿಕಾರಿಗೆ ಕೊಟ್ಟಿಲ್ಲ. ಕೇವಲ 25 ರೂಪಾಯಿ ವರಗೆ ಬೆಂಪದ ವನ್ನು ಕೊಂಡುಕೊಳ್ಳಬ್ಲೆತ್ತೇ ಅಧಿಕಾರ ಕೊಟ್ಟಿದ್ದಾರೆ. ಅಲೋಪತಿಕೆ ವೈದ್ಯದ ದಿಸ್ಟ್ರಿಕ್ಟ್ ಸರ್ಫಿಕಿರಿ: 500 ರೂಪಾಯಿ ವರಗೆ ಕೊಂಡುಕೊಳ್ಳಬ್ಲೆತ್ತುವರು. ಈ ರೀತಿಯಾದರೆ ಹೇಗೆ ಕೆಲಸ ನೀಡೆಯುತ್ತದೆ? ಈ ಸಾಂಪರ್ಯ ದೃಷ್ಟಿಯಿಂದ ನೇರೆಡಿದರೆ ಅಯುವ್ಯೇದಕ್ಕೆ ಹೆಚ್ಚಿನ ಉತ್ತೇಜಿಸ ಕೊಡಬೇಕು. ಸಮಾನತೆಯ ದೃಷ್ಟಿಯಿಂದ ನೋಡಿ ಇದನ್ನು ಸರಿವೇಸಬೇಕು.

ಹಳ್ಳಿಗಳಲ್ಲಿರುವ ಜನರಿಗೆ ವೈದ್ಯಕ್ಕೆಯ ಸೌಲಭ್ಯವನ್ನು ಹೆಚ್ಚಿಸಿ ಕೊಡಬೇಕಾದುದು ನಕಾರದ ಕರ್ತವ್ಯ. ಹದಿನ್ನೆಂದು ಸಾಂಪರ್ಯ ಜನನಂಪ್ರಯ್ಗಿ ಒಂದು ಅನ್ನತ್ರೆಯನ್ನು ಕೊಡುವ ನೀತಿಯನ್ನು ಹಾಕಿಕೊಂಡಿದ್ದಾರೆ. ಅದರೆ ಅದೂ ಸಾರ್ಥಕವಾಗಿಲ್ಲ. ನಾನು ಸಂಬಂಧಪಟ್ಟ ಅಧಿಕಾರಿಗಳನ್ನು ಕೇಳಿದಂತಹ ಕೆಲವು ಕಟ್ಟಣೆಗಳನ್ನು ಹೇಳಿದರು. ಹಳ್ಳಿಕಾಸಿನ ಪರಿಷಿತ್ಯಿಂದ ಬಹಳ ತೊಂದರೆಯಂದು ಹೇಳಿದ್ದು. ಅಂತೆ ಹಳ್ಳಿಗಾಡಿನ ಕಡೆ ಹೆಚ್ಚಿಗೆ ಗಮನ ಕೊಟ್ಟು ಅಲ್ಲಿನ ಜನರಿಗೆ ವೈದ್ಯಕ್ಕೆಯ ಸೌಲಭ್ಯವನ್ನು ಹೆಚ್ಚಿಸಿ ಕೊಡಬೇಕೆಂದು ವಿನಯಿಂದ ಪ್ರಾರ್ಥಿಸುತ್ತೇನೆ.

ಹಳ್ಳಿಗಾಡಿನಲ್ಲಿ ಕೆಲಸ ಮಾಡುವವರಿಗೆ ವಾಸಕ್ಕೆ ಕ್ರಾಂತಿಕರ್ಮನ್ಯಾಸ ಎಲ್ಲಾಯೋ ಇದ್ದು ಕೊಂಡು ಕೆಲಸ ಮಾಡಬೇಕೆಂದರೆ ಬಹಳ ತೊಂದರೆ. ಅದ ಕಾರಣ ಅವರಿಗೆ ಅಗತ್ಯವಾದ ಸೌಲಭ್ಯಗಳನ್ನೆಡಿಗಿಸಿದ್ದಿರೆ ತೊಂದರೆಯಾಗುತ್ತದೆ. ಈ ಬಗ್ಗೆ ಸೊಕ್ಕು ಕ್ರಮ ತೆಗೆದುಕೊಳ್ಳಬೇಕೆಂದು ಸಂಬಂಧಪಟ್ಟ ಮಂತ್ರಗಳನ್ನು ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ.

ಇನ್ನು ಅನ್ನತ್ರೆಗಳಾಗಿ ಕೊಡುವ ಬೇಕೆಂದು ಕಾರಣ ಕಾಂಟಿಬ್ಲೂಷ್ಟ್ ವಿವರ. ಒಂದು ಹೆಲ್ಪು ಯಾವಿನ್ನು ಮಾಡಬೇಕೆಂದರೆ ಅದಕ್ಕೆ ಜನರು ನಾವಿರ ರೂಪಾಯಿ ಕಾಂಟಿಬ್ಲೂಷ್ಟ್ ಕೊಡಬೇಕೆಂದು ಹೇಳುತ್ತಾರೆ. ವಿದ್ಯಾ ಸೌಕರ್ಯ ಉದಿನಿಲ್ಲ ನ್ನುಲು ಕೊಡಿ ಎಂದರೆ, ಕಷ್ಟದಕ್ಕೆ ಕಾಂಟಿಬ್ಲೂಷ್ಟ್ ಕೊಡಿ ಎನ್ನುತ್ತಾರೆ. ಅನ್ನತ್ರೆ ಬಾಬಿ ಎಲ್ಲಾದಕ್ಕೂ ಕಾಂಟಿಬ್ಲೂಷ್ಟ್ ಹೇಳುತ್ತಾರೆ. ಇದನ್ನು ಕಡವೆ ಮಾಡಬೇಕೆಂದು ವಿನಯಿಂದ ಪ್ರಾರ್ಥಿಸುತ್ತೇನೆ.

ಅಯುವ್ಯೇದ ಬೆಂಪದ ಬೆಂಪದ ವಿವರ. ಅನ್ನತ್ರೆಗೆ 20 ಬೆಂಪದ ವಿವರ. ಅನ್ನತ್ರೆಗೆ ಕೇಳಿದರೆ ಪದಾರು ಬೆಂಪದ ವಿವರ. ಹೊರಗೆ ಕೊಂಡುಕೊಳ್ಳಲು ಡಾಕ್ಟರುಗಳಿಗೆ ಅಧಿಕಾರಿಪ್ಪಿ, ಇದರಿಂದ ಬಹಳ ತೊಂದರೆಯಾದರೆಯಾಗಿದೆ, ಅಗತ್ಯವಾದಪ್ಪಿ ಬೆಂಪದ ವಿವರ. ಸರಬರಾಯ ಮಾಡಲು ಅಕ್ತ್ಯಾಲ್ಲಿದ್ದರೆ ಹೊರಗಿನಿಂದ ಕೊಂಡುಕೊಳ್ಳಲು ಡಾಕ್ಟರುಗೆ ಅಧಿಕಾರ ಕೊಡಬೇಕೆಂದು ಹೇಳುತ್ತೇನೆ. ಅಧಿಕಾರ ಸೌಂಪ್ರತ್ರ್ಯಾ ಪಾರ್ಪೆಸಿಯಿಂದ ಎಪ್ಪು ಬೆಂಪದ ಬೇಕೊಂದು ಅಷ್ಟನ್ನು ಕೊಡಲು ವಿನಯಿಂದ ಮಾಡಬೇಕು. ಇಷ್ಟುಹೇಳಲು ನಿನಗೆ ಅವಕಾಶ ಕೊಳ್ಳುತ್ತೇನೆ ಸಮಾನತ್ವ ಪ್ರಾರ್ಥಿಸುತ್ತೇನೆ.

ಶ್ರೀ ಎಪ್ಪತ್ತಿ ನಾಗರ ಕ್ಕೆ ಮ್ಮೆ (ಗಾಂಧಿನಗರ). — ನಾನು ಅಧಿಕಾರಿ, “ಅಕಾರವೇ ಸ್ವಾರ್ಗ, ಅನಾಚಾರವೇ ಸರಕ್,” ಎಂದರೆ, ನಡವಳಿಕೆ ಸರಿಯಾಗಿದ್ದರೆ ಸ್ವಾರ್ಗ, ನಡವಳಿಕೆ ತಪ್ಪಿದರೆ ನಡರ ಎಂದಿದೂ ರೆಬಿನಷನ್ ನವರಾತ್ರಿ ನಿರಂತರ ಅಕ್ತ್ಯಾಲ್ಲಿದ್ದರೆ ಅವಕಾಶವಿದೆ ಅರೋಗ್ಯಭಾತೆಯಲ್ಲಿ; ಜನನ ಮರಣಗಳ ಜೈವಾಧಿವಿದೆ ಸಾರ್ವಜೀವಿಕ್ಕೆಂದು ಖಾತೆಯಲ್ಲಿ. ಆ ಖಾತೆ ತುಂಬಬಾ ಮಹತ್ವದಾದರ್ದು ಮತ್ತು ಪ ವಿಶ್ರಾದ್ಯಾದ ಅರೋಗ್ಯಭಾತೆ. ಇಂತಹ ಮಹತ್ವ ಬಿ. ತಯಿ ಬಗ್ಗೆ ನಕಾರ್ ಬ್ರಹ್ಮಾಂತರ ಲಕ್ಷ್ಯನಿಂದ ಕಾರ್ಯ ಅಧಿಕಾರಿ ಬೇಕೆಂದಿದ್ದೇನೆ.

ಬೆಂಗಳೂರು ನಗರ ಬೃಹದಾಕಾರವಾಗಿ ಬೆಳೆಯುತ್ತದೆ. ಇಂತಹ ಮಹಾನಗರದಲ್ಲಿ ರೋಗಿರುವಿದ್ದಾರು ಅನ್ನತ್ರೆಗಳಿಂದ ನೀರವು ಹೊರಬಿದ್ದು ಬಹಳ ಮಾತ್ರದಲ್ಲಿ. ಏಕೆಂದೂ ರಿಯಾ, ಬಾರಿಂಗ್ ಅನ್ನತ್ರೆಗಳಾಗ್ಗೆ ಬಿಡುವಿನಿಂದ ಹೊರಬಿದ್ದು. ಇನ್ನೂ ಬಿಡುವಿನಿಂದ ಮಾಡಿದರೆ ಗಾಳಿ ಬೆಳೆಕುಗಳಿಗೂ ಅಭಾವವಾಗಿಬಹುದು. ಕಾರಣ ಇನ್ನು ಮುಂದ ಅನ್ನತ್ರೆಗಳಿಗೆ ಭಾಗದಲ್ಲಿ ಕಷ್ಟದ ಗಳನ್ನು ಕಟ್ಟಿದ್ದು ಬಿಟ್ಟು ಬೆಂಗಳೂರಿನ ಬಿಡುವಿನಿಂದ ಗಳಲ್ಲಿ, ಎಲ್ಲಾ ಅನ್ನತ್ರೆಗಳಲ್ಲಿ ಇದ್ದು ಅಲ್ಲಿ ಅಯು ಬಡಾ ವಿನಿಗಳಿಗೆ ತಕ್ಕು ರೀತಿಯಲ್ಲಿ ಕಷ್ಟದರೆ, ಈ ಮುಂತ್ರ ಅನ್ನತ್ರೆಗಳಲ್ಲಿ ಒತ್ತು ಕಡದಮಯಾಗುತ್ತದೆ.

ಇಡ್ಕಿಂತಲೂ ಅತಿ ತೀವ್ರವಾಗಿ ಅಗಬೇಕಾಗಿರುವ ಒಂದು ಬದಲಾವಣೆಯೇನೇದರೆ ಬೆಂಗಳೂರಿನ ಕೂಲಿ

କାରରୁ ମୁତ୍ତୁ ବିଦିପରୁ ବାନମାଦୁପ ପ୍ରଦେଶେ  
ଗଇ ଜନିଗାଏ ବିନ୍ଦୁ ନମିକାରି ଅଶ୍ଵତ୍ର ଅତର୍କା  
ପତ୍ର କବାଗି ବୈକାଗିଦେ । ଇନ୍ଦନ୍ତୁ ବିଦିଗ୍ବିରିଗାଏ  
ତେରେଦେରେ ମୁହୂର୍ତ୍ତପୁରିତବାଦ ବିକାର ମାଦି  
ଦିନତାଗୁରୁତ୍ବେ । ଇଦୁ ଏଲ୍ଲରୁ ବିପ୍ଳବହୁଦାଦ,  
ପେଣ୍ଡେ ବିକାଦାଦ ବିନ୍ଦୁ ହେତୁ ତିର୍ଯ୍ୟାଗିଦେ । ଅତିଥିରେ  
କାରରୁ ଜାରିଗେ ତରୁତାରେଂଦୁ  
ନମିବିଦେ ।

ಇನ್ನು ಈ ಅನ್ನತ್ವೆಗಳನ್ನು ಪಾರಂಬ ಮಾಡುವುದು ಅಪ್ಪು ಮಹತ್ವದಲ್ಲಿ. ಅ ವನ್ನು ನಡೆಸಿಕೊಂಡು ಹೋಗುವುದು ಬಹಳ ಮಹತ್ವದ ಕೆಲವಾಗಿದೆ. ಹಳ್ಳಿಗಾದು ಪ್ರದೇಶಗಳಲ್ಲಿ ಎಚ್ಚಿಲ್ಲ ಕಡೆ ಅನ್ನತ್ವೆಗಳಿಂದ ರೆ ಡಾಕ್ಟರುಗಳಲ್ಲಿ, ಡಾಕ್ಟರಿಗಳಿಂದ ರೆ ಜಿಪ್ಪಿ ಧವೇ ಇರುವಿಲ್ಲ. ಹೀಗೆ ಮಾಡುವುದಕ್ಕಿಂತಲೂ ಪಾರಂಬಿಸಿರುವ ಆನ್ನತ್ವೆಗಳನ್ನು ಒಂದು ನುವ್ವನ್ನಿತ ರೀತಿಯಲ್ಲಿ ನಡೆಸಿಕೊಂಡು ಹೋಗುವುದು ಸರ್ವೀಸ್‌ಲೈಂಗಿಕ್‌ವಾದ ಕಲನ. ಅರನ್ನು ನುವ್ವನ್ನೇಗೊಳಿಸಿದ ನಂತರ ಬೇರೆ ಹೊನ ಅನ್ನತ್ವೆಗಳನ್ನು ಪಾರಂಬಿಸುವುದರ ಕಡೆಗೆ ಗಮನ ಕೊಡಬೇಕಾದು ಯುಕ್ತವಾಗಿದೆ.

ଜନ୍ମ ବେଂଗାଳୀରିନ କ୍ଷୟରୋଧିର ଅନ୍ତର୍ଭେଦ ପତକାଳୀକା ପାଲଦାରିଦେ । ନେତ୍ର ଛ ଦୋର ରୀତିରେ ତମ୍ଭୁ ନରଦ ଯାବାଗ ବରୁତ୍ ଦୋର ଏ ୦ ଦୁ କାହିଁତି ରବୀକାରିଦେ । ହେଣ୍ଟ ନେତ୍ରାଳ୍ ଦୋରୀଯିଦେ ଇରତକ୍ଷେ ବଦେ ରୋଧିଗାଳିଗ ଅପରିବୁବ ନେତ୍ରକଳିଯୁଏ ଚିକିତ୍ସା ଦୋରୀଯିବନ୍ତ ମାଦି ଅଦକୁଣ୍ଠି ଆପରିକତିଗେ ତକ୍ଷଂତ ଦାକ୍ଷରୁ ଗନ୍ଧନ୍ମୁ ନେମୁକ ମାଦବ୍ରିକୁ, ହେଲ୍ ଜିଲ୍ଲାବଜ୍ରୀଯାଲ୍ ବେକାଦମ୍ପ୍ରା ଜୀବ୍ରାଗଳିବେ, ଜିବଗନ୍ଧନ୍ମୁ ଜିତକ ରୋଧିଗଭନ୍ମୁ ଲାପକରିନଲୁ ଲାପଯୋଗିନବହୁମାଦୁ ଏବଂଦୁ ନାନ୍ମ ହିଂଦୋମ୍ଭେ ତିଳିଲିଦ୍ଦେ । ନାନ୍ମ ଆଗ ନୁହିଲିରୁବନ୍ତ, ନଂଚାରି ଅନ୍ତର୍ଭେଦ କଲାଦ ଜିଥ ରୋଧିଗାଳି ଅନୁକୂଳ, ଆ କେଲନ ନିରକିନ ବିଲ୍ଲଦୁ ଏବଂଦୁ ତୁଳିଦିଦ୍ଦିନେ । କାରଣ ନକାର ଦିପରୁ କୋଳଚି ପ୍ରଦେଶଗଭ ମୁତ୍ତ କଲ କାରା ପ୍ରଦେଶ ନିବାସିଗଭ ଲାପଯୋଗକୁଣ୍ଠି ବନ୍ଦରଦୁ ନଂଚାରି ଅନ୍ତର୍ଭେଦଗନ୍ମୁ ପ୍ରଯୋଗାଧିବାଗି ପାରିବନ୍ଦିବେଳେକିମୁ ପାରିଧିନୁତେନେ ।

ಅನ್ನತ್ರೆಗಳಲ್ಲಿ ಕೆಲಸ ವಾಡುವ ಅಯಾಗಳು, ನರ್ಗೇಗಳು ಮತ್ತು ಇತರೆ ಸಣ್ಣ ನೌಕರರು ಕೆಲಸಕ್ಕೆ ಬಂದಾಗೆ ಎರಡು ವರ್ಷದ ಕಳಗಿನ ಅವರ ಮುಕ್ತಾಳಿಗಳನ್ನು ನೋಡಿಕೊಳ್ಳಲು ವರದೇ ಇಲ್ಲದಿ, ಅನೇಕ ತಡಬಾರದ ಕಷ್ಟ ಹಡುತ್ತಿದ್ದಾರೆ. ಕೆಲಸದಮೇಲೀಲುವ ಇಂತಹವರ ಸಣ್ಣ ಮುಕ್ತಾಳನ್ನು ನೋಡಿಕೊಳ್ಳಲು ಅನ್ನತ್ರೆಗೆ ಹೊಂದಿಕೊಂಡಂತೆ ಬಂದು ನೌಕರರ ಶಿಶುನಂರಕ್ಷಣಾಲಯ ಅತ್ಯಾಪಶ್ಯಕವಾಗಿ ಬೇಕಾಗಿದೆ. ಕೆಲಪ್ಪ ತೊಟ್ಟಿಲುಗಳು, ಉದ್ದದ ಸಾಮಾನ್ಯಗಳು, ಹಾಲಿನ ವ್ಯವಸ್ಥೆ, ಮುಕ್ತಾಳನ್ನು ನೋಡಿಕೊಳ್ಳಲು ಕೆಲವರು ದಾದಿಯರು ಬೇಕಾಗುತ್ತಾರೆ. ಇಂದ್ರಿಯ ಸೌಕರ್ಯ ಬೇಕಾಗಿದೆ. ಇಂತಹ ಒಂಮು ವ್ಯವಸ್ಥೆಯನ್ನು ಬೆಂಗಳೂರಿನ ಮೂರಿ ಮುಖ್ಯ ಅನ್ನತ್ರೆಗಳಲ್ಲಿ ಜಾರಿಗೆ ತಂದು ಒಬ್ಬಂಗರಾಗಿರುವ ನೌಕರಿಗಳ ಪ್ರಕಾರ ವಾಡುತ್ತಾರೆಂದು ನಂಬಿದೆನೇ.

ಬೆಂಗಳೂರಿಗೆ ಪ್ರತ್ಯೇಕ (ಕೇಂದ್ರ) ಅಂಬುಲೇನ್‌ನ ವ್ಯವಸ್ಥೆ ಅತ್ಯಾರ್ಥಕ ಬೆಕ್ಕಾಗಿದೆ. ಇದಿಲ್ಲದ ಬಹಳ ಕೊಂಡರೆಯಾಗಿದೆ. ನಾಕಪ್ಪು ಅಂಬುಲೇನ್‌ನ ವ್ಯಾಸು ಗಳು, ನಾಕಪ್ಪು, ಸಿಬ್ಬಂದಿ, ಅವರಿಗೊಂದು ಅಫೀಸ್‌ನ್ನು

ಅವರಿಗೆ ತಕ್ಕ ದನತ್ತ ನೈಕರ್ಯ ಏರ್ಪಡಿಸಿದ್ದಲ್ಲಿ ಇದು ರಿಂದ ಬೆಂಗಳೂರು ಮಹಾನಗರದ ಜನತೆಗೆ, ತ್ಯಾರಿತ ಹಾಗೂ ಹಕ್ಕಿನ ನೈಲಭ್ಯ ಉದಿಸಿಸಿದ ಕ್ರಿತ್ಯ ಬಿರು ತತ್ತದೇ. ಈ ಬಗ್ಗೆ ನಮ್ಮೆ ಅರ್ಥಾಗ್ರಹ ಮಂತ್ರಗಳು ಒಂದು ಯೋಜನೆಯನ್ನು ಕೂಡಲೇ ಕ್ರಿಕೊಳ್ಳುವ ರೆಂದು ಸಿರ್ಕ್ಲೆಸ್ತರಾಗಿದೆ.

జెప్పథగళను కోళ్ళువ మట్ట ఏసియోగినువ విచారిదల్ల తుంబా అక్కపు—హాగూ వామూలు పద్ధతిగల్గి అవకాశవాగిద. ఈ కోళ్ళువ వ్యవ హారవను స్టోర్ పర్సైస్ కమిషన్యపరిగే చెక సిమ్మ అష్టోన్సి యుక్తవాగి కాణలిపి. కదమే బెల్లెయు జెప్పథగళను దుబారి బెల్లె కోటు కొండు కొండిరువదు ఎష్టోస్ నారి నడెదిదే. మేక్సిస్టోన్సైప్పో మట్ట జిశరే నామాను గళన్ను కోళ్ళువ విచారిదల్ల ఈ రితి నడెదిదే యేందు ననగే తులుబందిదే. ద్వగ్ ఇస్టప్పేక్స్ రై కుద్దె జెప్పథగళను పరితిలనువ సలువాగయ్యే నిమిఫ్ నల్పుళ్ళయేందు నాను భావిసిద్దేనే. నామానుగళు అపరింద ఏ మ తి తి నల్పుళ్ళు డి.ఎం.ఎస్. అవరు పరాంబరిసిద చేంతి ఆర్సోగ్రాఫ్ చుంత్రిగళ కొనెయు ఒప్పిగే దొరియుబేకాగిరు చంతే కాణుత్తదే. ఈ పిచుతేగళ తాంత్రిక వాగి, రాశాయినికవాగి, తడ్జ రింద ఒప్పుళ్లుడ బేకు. యారోలో ఒబ్బు నవాబరు బధాస్కేన్లో, థోరిచాస్కేన్ హాకబేస్కోలే ఎందు గుమాస్తరన్, కేళ్ళ రుజు మాడుత్తదే ఒంత ఆగబారదు. హిగే కుట్టినిచ్చూద కుచు తేగెదుకొండరె ఒళ్ళుయు మాలగ దొరియుత్తదే, హంపా దురుపయోగి వాగువుదల్ల. నీరు బెరెత హాలు, కొళ్ళత వోట్టె, మాంస, తరకారి, నాయి తిన్నవ రోట్టి ఉంటుక్కేర కొడుత్త దాడ్చినేంబి దొరు బందరె దాక్షీంక్క కటుప్ప బీఎఫ్, సంబింధపక్షపరు కుంభి కోణమాడలక్కే అవకాశ కొడదాతే ఎడ్డురికే వచ్చ నువ్వుదు సంబింధపక్ష ముఖ్యాదికారిగా కటఫ్ వ్య ఎందు తిలసబయునుతేనే. హాగే మాడ దిద్దరే, “Issue notice to the contractor” ఎందుబిట్టరే బాపయోగపాగువుదల్ల.

ಇನ್ನು ಪೇಡಿಕರ್ ಇಲಾಜೆಯಲ್ಲಿ ಅತ್ಯಾರ್ಥಕವಾಗಿ ಅಗಬೇಕಾಗಿರುವ ಕೆಲವು ವ್ಯವಸ್ಥೆಗಳನ್ನು ತವ್ವಿಸುವುದು ನಕ್ಕೆ ತರಬೇಕೆಂದಿದ್ದೇನೆ. ಇಲ್ಲಿ ನೇಡ್ಲರ್ ಬ್ಲೂಡ್ ಬ್ರ್ಯಾಂಕ್ ಒಂದರೆ ಅವಶ್ಯಕತೆಯಾದೆ. ಏಕೆಷ್ಟು ೧೦೦೦ ಮಾತ್ರ ಬಿಂಬಿಂಗ್ ಅನ್ನತ್ರೆಗಳಲ್ಲಿ ತುರ್ತು ಕಾರಣಗಳಿಗಾಗಿ ರಾತ್ರಿ ಕಾಲದಲ್ಲಿ ಎಕ್ಸ್‌ರೇ ವಿಭಾಗ ಕೆಲಸ ಮಾಡುವಂತೆ ವ್ಯವಸ್ಥೆ ಮಾಡಬೇಕು. ಪ್ರತಿಯೊಂದು ದಿಸ್ಟ್ರಿಕ್ಟ್ ಅನ್ನತ್ರೆಗಳಲ್ಲಿಯೂ ಅಯಾ ಜಿಲ್ಲೆಯ ದಾದಿ, ಮಿಡ್‌ವೈಫ್ ಇವರಿಗೆ ತಕ್ಕ ತಿಕ್ಕಣ ಕೊಡುವ ವಿಭಾಗ ವ್ಯವಸ್ಥೆ ಅಗಬೇಕು. ಗ್ರಾಮಾಂತರ ಪ್ರದೇಶಗಳಲ್ಲಿ ಕೆಲಸ ಮಾಡುವ ದಾದಿಯಲ್ಲಿ ಮಾತ್ರ, ಮಿಡ್‌ವೈಫ್ ಗಳು ಅನುಭವಿತರಾಗಿರಬೇಕ್ಕಾದೆ, ಮಾಡುವರು ಸ್ವಿನಿಸ್‌ರಾಗಿದ್ದರೆ ರೆತ್ನಾಂಬಾ ಉತ್ತಮ. ಅಯಾ ಪ್ರದೇಶಗಳಲ್ಲಿ ಅವರಿಗೆ ವನತಿ ಸೌಕರ್ಯದ ವ್ಯವಸ್ಥೆ ಅಗಬೇಕು. ಗ್ರಾಮಾಂತರ ಮಿತನಂತಾನ ಯೋಜನಾ ಪ್ರಕಾರ ವಿಭಾಗದಲ್ಲಿ ದುಡಿಯುವವರಿಗೆ ವಾಹನ ಸೌಕರ್ಯ ದೊಂದಿಗೆ ರಕ್ತಕ್ಷಣೆ ವರಸೆಯೂ ಇದ್ದರೆ ತುಂಬಾ ಉತ್ತಮ, ಪರದೇಶದಲ್ಲಿ ತಿಕ್ಕಣ ಪಡೆದು ಬಂದಿರುವ ಇಳ್ಳಿಟರ್‌ನ ಮಾತ್ರ ಸರ್ನ್‌ಗಳನ್ನು ಪ್ರಿಸ್‌ವಾರ್ಸ್‌ ಅಥವ್ ನರ್‌ಂಗ್ ಸೂಲ್‌ ಎಂಬ ಹೆಸರಿನಿಂದ ಕರೆದು

## (ಶ್ರೀಮಾತಿ ನಾಗರತ್ನಮ್ಮೆ)

ಪ್ರಥಮ ದಿನ ನ್ನಿಂದ ನೂಪರಿಸಿಂಡೆಂಟ್ ನಿಂದ ಮಾಡುವುದು ನೈಕವಾಗಿದೆ.

ಕಿಗಿನ ಅರೋಗ್ಯ ಮಂತ್ರಿಗೆ ಕಾಲದಲ್ಲಿ ಒಂದು ಮಾಹತ್ವದ ಬುದರಾವಾಜ್ಯಾಯನು ವೈದ್ಯ ಜಾರಾಯೆಲ್ಲಿ ನಿರ್ದಿಷ್ಟನುತ್ತದ್ದೇನೆ. ಏನಂದರೆ ಅನ್ವಯ ತೆಗೆದು ಮಾನವ ನಡೆಸಬಾದ್, ಅದರಲ್ಲಿಯೂ ಕಲ್ಪ ದಾಕ್ಷರ್ಯ ಗಳಿಗೆ ಮತ್ತು ನಾರ್ಕಾರಂಗಳಿಗೆ ರಕ್ತಗತವಾಗಿ ಇರಬೇಕಾದ ವಿನಯವಿದ್ದು ದಯಾಪರತೆಯ ಉಪಕಾರ ರೋಗಿಗಳಿಗೆ ದೊರೆಯಂತಾಗಬೇಕು. ಈ ವಿಕಾರದಲ್ಲಿ ಏಪ್ಟ್ ಅನ್ವಯ ತೆಗೆದು ಅನ್ವಯ ತೆಗೆದು ಮಾರ್ಗದರ್ಶಕವಾಗಿವೆ ಎಂದು ಹೇಳಬಿಂಬಿಸುತ್ತದ್ದೇನೆ. ಜೈವಧಕ್ಕಿತಪೂರ್ವ ದಯಾಮಾಯಿತೆಯ ಉಪಕಾರ, ವಿನಯಶೀಲತೆ ರೋಗಿಗಳು ಗುಣಮಾಯಿ ವಾಗಬಲು ತುಂಬಾ ಸಕಾಯವಾಗುತ್ತವೆ. ಇದನ್ನು ಹೇಳುತ್ತಿರುವ ಕಾರಣವಿಷ್ಯಾ: ಅನೇಕ ದಾಕ್ಷರ್ಯಗಳು, ನರ್ಗಳು ಅನ್ವಯತ್ವಗಳಲ್ಲಿ, ಅಹಂಕಾರ ಮತ್ತು ಅನಾಗರೀಕ ನಡೆನುಡಿಗಳಿಂದ ವಿಷ ಸುತ್ತಿರುವುದನ್ನು ನಾನು ಕಣ್ಣಾರೆ ನೋಡಿ ತಿಂಡಿಯಾ ಕೇಳಿದ್ದೇನೆ. ವಾರ್ಣಿ ಏರಾನ ಮತ್ತು ಏಕ್ಷಿಸ್ಟೀರಿಯಾ ಅನ್ವಯತ್ವಗಳಲ್ಲಿ ಕೆಲವು ನರ್ಗಳು ಬುದ್ಧಿಹೀನರಾಗಿಗೆ ಬಿಗ್ಗಿ ಅದುವ ಮಾತ್ರ, ನೋಡಿಕೊಳ್ಳುವ ರೀತಿ, ಅರಹ್ಯ ಮತ್ತು ಏಷಾದಕರವಾಗಿದೆ. ಕಾರಣ ನಿಮ್ಮ ಕಾಲದಲ್ಲಿ ಅನ್ವಯತ್ವಗಳು ವಿನಯಕರತೆ, ದಯಾಪರತೆಗೆ ತಾರುಮಾನ ಗಳಾಗಬೇಕಂದು ಹಾರ್ಡೆನುತ್ತದ್ದೇನೆ. “ದಯಾವಿದಿರಿ ನಕಲ ರೋಗಿಗಳಲ್ಲಿ, ದಯವೇ ವೈದ್ಯಾಧಾರಾಲಯಗಳ ಬೀಬಾಳವರ್ಯಾ, ಅಂತಲ್ಲಿಹೊಳ್ಳ ನಯವ್ಯಾ” ಎಂದು ಅನ್ವಯತ್ವಯಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬಿರು ಹೇಳುವಂತಾಗಲೆಂದು ನನ್ನ ಅವೇಕ್ಕಿ.

ବ୍ୟାରିଙ୍ଗ୍ ଅଶ୍ଵ ତ୍ରୈଯାଳ୍ପରୁଦ ପରି ଲାଙ୍ଗ୍ ମେଖିପାଇଁ  
ବିନଦୁ ପରିପରିଦିନ କେଲିନ ମାଦୁତ୍ତଳ୍ଲ. କାରଣ  
କେନ୍ତା ? ଅଦନ୍ତେ କାଗରାଦରା କାହାଦ ନରପଦିନି  
ଏବଂଦୁ କେଇଁତୁ ଦେଇଁନେ.

ಇನ್ನು ಮಾಗಡಿರೋಡ್ ಅಂಟುಜಾಡುಗಳ ಅನ್ನತೆ ಬೇರೆಕಡೆಗೆ ವರ್ಗಾಯ ಸಲ್ಲದೆಂದು ಕಳೆದವರ್ಷವೇ ನಿರ್ಣಯವಾಗಿದ್ದರೂ ಅ ಬಗ್ಗೆ ಪಾರಂಭಕ ಕಾಯ್ಯ ಕೃತಾಗಳು ಮುಗಿದಿದ್ದರೂ ವರ್ಗಾವಳಿಯು ನಿರ್ದಿಷ್ಟ ಕಾರ್ಯಕ್ರಮ ಕ್ರಮಕ್ಕೊಳ್ಳಿದುವುದಕಾಗಿ ವಿಷಾದಿನ ಬೇಕಾಗೆ.

ಈ ಬಗ್ಗೆ ಪ್ರಾರಂಭದಲ್ಲಿರುವಂದ ಕಾರ್ಯಕ್ರಮಗಳು  
ಅಗಲೆ ಮುಗಿದಿದ್ದರೂ ಇನ್ನೂ ವರ್ಗಾವಣೆಯ ಬಗ್ಗೆ  
ನಿರ್ವಹಿಸು ಕಾರ್ಯಕ್ರಮವನ್ನು ಕೈಕೊಳ್ಳಲು ತದ  
ಮಾಡಿರುವುದಕ್ಕಾಗಿ ನಾನು ವಿಪಾದ್ಯತದ್ದುತ್ತೇನೆ.  
ಈಗಿರಾದರೂ ತೀವ್ರ ತೆಯಿಂದ ಕಾರ್ಯಕ್ರಮವನ್ನು  
ಕೈಕೊಳ್ಳಬೇಕೆಂದು ನಾನು ಒತ್ತಾಯಿದಿಂದ ನಕಾರ  
ದ್ವರ್ಪರ ಗಮನಕೆ ತರುತ್ತೇನೆ.

ಇವಗಳನ್ನೆಲ್ಲ ಸರಿಪಡಿಸಿದರೆ, ಅಳ್ವಾರ್ ರವರ  
ಹೆಸರು ಧಾರ್ಮಿಕ ಕೈತ್ತೆದಲ್ಲಿ ಹೇಗೆ ಚಿರಸಾಧ್ಯಾಯ  
ಯಾಗಿ ಇಂದು ನಿಂತಿದೆಯೋ ಹಾಗೆ ನಮ್ಮ ನಾಗಪ್ರ  
ಅಳ್ವಾರ ರವರ ಹೆಸರು ಎಂದೆಂದಿಗೂ ಮುದಿಕಲ್ಲ ಕೈತ್ತೆ  
ದಲ್ಲಿ ಚಿರಸಾಧ್ಯಾಯ ಯಾಗಿ ಬಾಳುತ್ತದೆ. ಆ ರಿತ ಅಗಿ  
ಅವರ ಹೆಸರು ಬದುಕಿ ಬಾಳಲಿ ಎಂದು ನನ್ನ ಬಂದು  
ಚೆಡಿಕೆಯಿದೆ. ಇಷ್ಟ ಹೇಳಿ ನನ್ನ ಆ ಭಾವಣವನ್ನು  
ಮುಗಿಸುತ್ತೇನೆ.

**Sri B. R. SUNTHANKAR** (Belgaum City).—Mr. Speaker, Sir, I would like to make a few observations on this important subject. The problem of Public Health is of vital importance in a backward and poverty-ridden country like that of ours. In the Third Plan also, the importance of Public Health has been realised. The Third Plan aims at providing a certain minimum of physical well-being to the population. And that is to be done with a definite purpose. The purpose is to create conditions favourable to greater efficiency and productivity and that is the purpose which has been set before the Third Plan. In order to improve the efficiency and productivity of the nation, the health problem assumes a vital importance in our planning and in our development. Similarly, the Third Plan lays emphasis on another aspect, and that aspect is of environmental sanitation. Improvement of environmental sanitation is one of the basic needs of our country, if I may say so. Particularly, in respect of water supply, drainage and other sanitary conditions, we find our rural areas in a very insanitary and dirty condition. There has been a rise in the income of the population; there has been to a certain extent rise in the standard of living of the people during the last decade as a result of planning, but unfortunately, Sir, there has not been the concomitant rise in the health conditions of the rural areas. That is the very sad feature of our rural areas. So, Sir, the standard of public health will have to be raised in this country and for that more attention should be given and concentrated efforts would have to be made in the rural areas. Sir, the Third Plan aims at giving drinking water wells, schools and roads to every village; along with that, it should be the duty of the Government to provide medical aid in some form or

other to each and every village. In a democratic country like ours, public health is the responsibility of the Government. It has been the responsibility of the Government and the Government should fully shoulder this responsibility. So, Sir, with this view, attempt should be made that medical health should reach every village. For that, Sir, the number of health units will have to be increased. Particularly in Malnad areas and rural parts which do not get medical aid, mobile vans should be provided. I think there is a scheme in the Third Five Year Plan to provide six or so mobile vans. But this will not be sufficient. The number of mobile vans will have to be increased. The more important question is about family planning. The Third Plan also lays emphasis on this aspect. Greater amount would have to be allotted to family planning in our State where the rate of increase of population is very high which is to the extent of 21 per cent. Family planning will have to be followed with vigorous efforts. There is some programme to provide family planning centres to urban and rural areas. I think, Sir, proper background for family planning is lacking for that, the minds of the people will have to be prepared. In India, the burden on the land should be decreased as far as possible. That is a problem before our Nation. For that purpose, vigorous propaganda will have to be carried on through the Government agency, and also through social and public agencies. Public agencies also should come forward; progressive-minded people should come forward to propagate the idea of family planning in the rural as well as urban areas of the State. Otherwise, we cannot imagine what will be the condition of the State at the rate of 21 per cent increase in the population; within fifty years, the population may be doubled; from one crore ninety-four lakhs, we have risen to two crores forty lakhs and that is going to be a tremendous problem for the State. So, the Government as well as social agencies should take up this problem seriously. Then, Sir, in the rural areas, particularly, the situation during the last two

or three years has not improved. As the speakers before me have already pointed out, there are no sufficient number of doctors, no sufficient number of compounders, and not even good buildings for dispensaries in the rural areas; there may be doctors but there are no compounders no buildings and no medicines; there may be compounders, but there may not be doctors or medicines. My friend here says there are only peons and nobody else. That is the plight of the rural areas. This state of affairs should not continue. As far as possible all these dispensaries should be fully equipped with personnel as well as with equipment and medicines and drugs. Then, Sir, I would like to refer to epidemics and cholera in my district, that is, Belgaum District. During some years in the past, there has been an outbreak of cholera on the banks of Malaprabha, and Ghataprabha in Belgaum District.

6 P.M.

After these epidemics break out, the Department gets awake and tries to do something; and at that time there is lack of adequate supply of serum. There are no dispensaries or there are no beds to provide for patients. Recently, Sir, when during the last month, in the month of June, when cholera broke out in a number of villages on the banks of Malaprabha and Ghataprabha there were no adequate arrangements there. Even the District Medical Officer was not at the headquarters. There was nobody to look after these patients. There was no provision and even temporary dispensaries or some such arrangements were not there at all. The Deputy Commissioner was approached and he was also incompetent in this respect to meet the requirements of the situation. There was no adequate supply of serum. This should not happen when the cholera epidemic is frequent on the banks of the rivers; some arrangements should be made before-hand. Adequate serum should be kept in stock and preventive steps should be taken prior to the breaking out of the epidemics. Otherwise, Sir, if this state of affairs continues or recurs every

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year, it will be a very hard lot for the people.

I would like to point out about the physical rehabilitation section in the Victoria Hospital. I had an opportunity to go there and take treatment for myself. This section is also called the physical therapy. There are some lines of treatment particularly hydro-therapy which are not available anywhere in the State. It is available only at Bangalore. I wish to bring to the notice of the Hon'ble Minister that this section is almost neglected. The average number of patients daily is about 130 to 150. There are very good appliances there, but there is no adequate staff—except one or two doctors to look after.

**Sri K. NAGAPPA ALVA.**—Is this your latest information please?

**Sri B. R. SUNTHANKAR.**—Yes. Daily I am going there. This morning I had been there and tomorrow I will have to go there.

Sir, there are very good modern appliances there. But there is no mechanical or electrical man to look after these machines, so much so when a machine goes out of order, the patients have to go without treatment for some days or even weeks. There is no electrician, because these are highly mechanised appliances. A specially trained man, a mechanical man should be appointed. Accommodation for that section is very small. It cannot accommodate a sufficient number of patients. I would like to request the Hon'ble Minister concerned to take special pains to see that this section of physical rehabilitation is taken good care of, particularly about the disabled children, because a large number of children go there for treatment. There is no provision for massage or some such exercises. That provision will have to be made. Yesterday, Sir, the question came up about the disabled students or pupils or children as regards education. It was said that ten per cent of the boys were physically unfit to take education. For such a section of population, this section is

very important and is of great value. I hope that the Hon'ble Minister would look into this section and equip it with the necessary requirements.

Then Sir, one point about rural sanitation. The rural areas will have to be provided with better conditions of health. I refer particularly to the system that is prevalent in the villages, the age-old system, in the matter of answering nature-calls. Every morning this practice is prevalent not only in small villages, but even in small towns having a big population, population of 15,000 or 20,000 we see people early in the morning with a *chambu* going to the maidan outside to answer calls of nature. Even in a town like Sankeswar with a population of 20,000 this practice is prevalent even today. This system breeds insanitary conditions. That is dangerous to public health. In our country, it is a special responsibility which has devolved on the Government to make proper arrangements in such cases.

My friend says there are pigs! Pigs are in coastal areas. Not in Maidan areas. Sir, I have seen a new type of SANDAS which has been evolved by Sarva seva sangh which is called 'SOPA SANDAS'. Some such latrines will have to be provided in the rural areas. I want the Government to take the initiative in this matter. Unless the Government takes the initiative, the efforts of the private organisations like the Sarva Seva Sangha may not be of much avail. Though these private agencies do their best, Government will have to take initiative in this matter and introduce such new types in particular towns and villages and carry on an experiment about this—either this method or any other methods of which the Department is well aware. This is a matter which the Government should take up seriously.

One more point, Sir. There are schemes about water supply and drainage. A large number of schemes of water supply will have to be taken up—it may not be during the Third Plan. But in this respect, I want to suggest to the Government that whenever a water supply scheme is undertaken or finished, drainage scheme

must immediately follow. Take for example my City of Belgaum. Very recently it has got the benefit of water supply scheme and very recently we are getting water from it. But till now, there is no drainage scheme as such for that town. Drainage must immediately follow water supply. Otherwise, the health of the towns and cities would be endangered.

**Sri ANNA RAO GANAMUKHI.**—It is an integral part of water supply.

**Sri B. R. SUNTHANKAR.**—Yes, it is undoubtedly so. Therefore I request the Government to take up drainage works simultaneously with water works. Drainage works are part of water supply schemes.

**† Sri ALLAM KARIBASAPPA** (Kurugod).—Sir, many of our friends have already spoken and I would not take much time. I am glad that our Government has allotted a medical college to Bellary about two years back. The people of Bellary assured the Government that they would pay the minimum donation of 15 lakhs. We have already paid about 3 lakhs and we have agreed to pay the balance shortly. In this connection, I would request the Government to reserve some percentage of the seats in the medical college to Bellary District because it is backward compared to other areas of the State. As you are aware, the literacy in Bellary District is 11 to 12 per cent and the backwardness in Hyderabad Karnatak is much more. The idea of the Government in locating the medical college in Bellary was to help the backward district of Bellary as well as Hyderabad Karnatak.

**Sri B. D. JATTI.**—It is to help the entire State.

**Sri ALLAM KARIBASAPPA.**—I am not requesting the Government to reserve all the seats for Bellary and Hyderabad Karnatak, but at least a decent percentage, say, 15 to 20 percent to Bellary and 20 to 25 per cent to Hyderabad Karnatak, may be reserved for these districts. As I have already said the literacy in Bellary district is only 11 to 12 per cent and in the Hyderabad Karnatak it is between

8 to 10 per cent. As you know, the literacy in Bangalore, Mysore, Dharwar and other places is higher. The Constitution of our country does not prevent reservation of seats for backward areas. I request the Hon. Minister to consider the matter sympathetically.

In many of the rural areas of our district, there are no hospitals at all. The health units are not able to construct buildings owing to certain reasons. The department is insisting on a deposit being made by the people before taking up construction. The villagers do not have enough funds to put in as advance deposit. My suggestion in this behalf is that an undertaking may be taken from the contractor and also responsible citizens of the area, to cut the bill to the extent of the donation of the contribution by the villagers.

**Sri K. NAGAPPA ALVA.**—That arrangement is already prevailing.

**Sri ALLAM KARIBASAPPA.**—That is not implemented in our district. Many of the hospitals in our area are not functioning in the rural areas. There are so many hospitals where there are no doctors. Especially is many of the headquarter hospital poor people are suffering a lot to get admission into the hospital. The doctors should admit them without any influence from the local leaders. The hospitals are meant for the poor and not for the rich. The rich can afford to get treatment in other places. The doctors are expected to dedicate their services to alleviate human sufferings and therefore they must sincerely strive to promote human welfare.

I am very glad that the Bellary Water Works has been taken up and it will be completed in about eight or ten months. I request the Government to allot money for underground drainage because as Sri Sunthankar said, water supply works and drainage works ought to go together. They should be taken up simultaneously.

ಶ. ಎ. ಹೆಚ್. ಗೌಡ.—ಮಾನ್ಯ ಸಭಾಧ್ಯಕ್ಷರೇ, ಹೈದ್ರಾಬಾದ್ ಹಾಗೂ ಸಾರ್ವಜನಿಕ ರೋಗ್ಯ ರಕ್ಷಣೆಗಳ ಬೇರೆಕೆಂಳಿಗಳಿಗೆ ಮಂಜೂರಾತಿ ಹೆ

(ಶ್ರೀ ಜಿ. ವೆಂಕಟೇಗ್ರಾದ)

యుపదక్కే ఈగ నమ్మ ముండిచ్చిద్దార్ల. ఈ సంభఫద్దు సకారపరిగె నాను కెలవు నిర్మిష్టవాద నీతిగళన్ను హకికోలందు అప్పగిన్నా కేగే పాలిసుకోలండు బరబీకేంబ బగ్గె కెలవు సుహకెగణ్ణు నీడులప్పినుతేనే. వ్యేద్య కిఱు మత్తు నార్యాజునికాయోగ్గు రక్షణ ఈ ఎరదు ఇరాబీగాన్ను విల్మినికరణగాళునితక్క బగ్గె నాను ఈ హిందేయీ తిలింద్దేను. అదరే సకారపరచరు ఇన్నా ఈ ఎరదు ఇరాబీగాన్ను ప్రత్యేక ప్రత్యేకవాగే ఇష్టికొండిద్దార్ల. ఈ దివస ఈ ఎరదు ఇరాబీగాల్లూ ఒబెట్టిచ్చి డైరెక్ట్ ఫఫ్ మెడికల్ నర్యాసన్ రాయింసి అదికారిగాలూ మత్తు ఇపర క్షేత్రిగా ఎరదు జన డెప్యుషి డైరెక్ట్రుగ్గులూ ఎగ్గె జద్దార్ల. ఇదరింద ఖండాగాలు జాస్తియాగుతువే. ఇవరెడన్నా కోర్డినికసి ఒందు ఇరాబీయన్నా గిదబేసేందు సకారకే ఒత్తాయి మాడిద్దేవు. ఈ హిందే ఇద్దె మంత్రమండలపరచు ఈ కార్యావన్ను అడేరిసి కోదుత్తేవేందు భరపసే కోటిష్టురు. అదరే చెలవు ఆస్తి తేయల్ల కేసన మాదుత్తుద కేలపరన్ను నార్యాజునికాయోగ్గు రక్షణయు బాబుగేవగాయిపు దార్ల. అదరే అదే రీతి ఆ క్షేత్రిద్దిప్పద్ద పరన్ను వ్యేద్యకిఱు క్షేత్రకే సేరిసిద్దున్న నాపెల్లయుగా నోర్డెడల్ల. క్రీగాదరే బహుతి ఆ నార్యాజీనికారోగ్గు రక్షణా బాబినల్లరతక్క పరిగె కాల క్రమేణ ఈ వ్యేద్యకిఱు క్షేత్రద కిలస కార్యాగాలు సంపూజ్ఞ వాగి మారకే కోగింపుకుండు. అదరే అవర హాగే అవర ఏద్దా ప్రదర్శనవన్ను మారేయు బారాదెంబ మామతే సకారక్కురుపుదాదరే ఈ ఎరదు: బాబుగాల్లరతక్క పరన్నా ఆగిందాగే ఒందు క్షేత్రదీంద ముకోందు క్షేత్రకే బదలా వణి పాపాత్తి రబీకు. ఈ ఎరదు క్షేత్రగా అనుభవశూ ఎప్పరిగూ ఇరబేకాద్దు ఆగ్యేవేందు నాసు నూచినటిష్టిసుత్తేనే. ఈ దివస ఒళ్ళయి అనుభవిరితక్క దాక్షరుగాలు గౌమాంతర ప్రదీపద్ధతి సిక్కుత్తిట్ల. సిటగాల్ల ఒళ్ళయి అను బచ పడెదరితక్క దాక్షరుగిలుత్తారె. తీముతి నాగరత్తమృన్మానచరు ఈ బగ్గె బికశ నాప్పగాతావా వాద విచారచన్ను కేళింద్దార్ల. అచరు బికశ ఒళ్ళయి మాతినట్ల నెయివాగి-న్నాఫిత పదగాన్ను ఉపయోగిసి చూతనాచిదార్ల. కాటచ్చ దృష్టియింద జనతెయి సేవమాదువ మానోభావనే యిరబేకు. నాచచ్చజనికర అరోగ్గు రక్షణగే కేళ్ళు దుడు ఖచు మాదుత్తేయే. అదరే ఇన్నా ఇంధ మానోభావనే ఎప్పు ప్రమాణదల్ల బెళ్లయి బేసో అప్పు బెళ్లయివుదక్కే అవకాశి సిక్కిల్ల వేందు ఈ నంభఫదల్ల కేళ్ళుతేనే. నమ్మ జనరల్ మిషనరీ జెంటిల్యూగి మాయవాగిదే. ఇదక్కే కారణవేను ఎన్ను పుదను విచార మాద బేకు. అదచ్చ మాటగ్గే ప్రతియోబిరు తమ్మి కాటచ్చమన్ను పరిపూజ్ఞవాగి నెరవేరిసువ హాగే అగబేకు. హంజన్ను నావు ఒదగినుత్తేయే. అదన్ను నిరియాగి ఉపయోగిసిదరే సాధక వాగుత్తదే. ఏపణని అస్సుత్తెగాల్ల నష దుద్దు కేగేయికోళ్లుత్తారె. అదరే అదన్ను నిరియాగి ఉపయోగి అనుకూలప బగిసి కోదుత్తారె.

ಅವರ ಹಾಗೆ ಸೇವಾ ಮನೋಭಾವನೆ ಬೇಕೆಂದು ಬೇಕು. ಅಸ್ತ್ರೀಗಳಲ್ಲಿ ಬರುವ ಜನರು ಇವರು ಬದವರು ಇವರು ನಾಹುಕಾರರು ಎನ್ನುವ ಭಾವನೆ ಮಾಡಿ ಕೊಳ್ಳಬೇಕು, ರೋಗಿಗಳಿಗೆ ರೋಗಿವಾಗಿದೆ ಎಂದು ಎಣಿನ ಬೇಕು. ರೋಗಿಗಳಿಗೆ ತಕ್ಕು ಬೆಷ್ಟಿನ್ನುಪಡಕಾರ ಕೊಡುವ ದ್ವಾರ್ಪಾಯಿಂದ ಕೆಲಸ ಮಾಡಬೇಕು. ಕೇವಲ ಇವರು ನಾಹುಕಾರರು ಎಂದು ಅಂಥವರ ಕಡೆಗೆ ಮಾತ್ರ, ಗಮನ ಕೆಲಿಟ್ಟ ನೋಡಬಾರದು. ಇನ್ನೊಬ್ಬನು ಬದವನು ಎಂದು ತಾತ್ಪಾರ ಭಾವನೆಯಿಂದ ನೋಡಬಾರದು. ಬದವನಾಗಲ ನಾಹುಕಾರನಾಗಲ ರೋಗಿಕ್ಕೆ ತಕ್ಕು ಬೆಷ್ಟಿನ್ನೆನ್ನ ನಡೆಸಬೇಕು ಎಂದು ಈ ಸಂದರ್ಭದಲ್ಲಿ ಹೇಳುತ್ತೇನೆ. ನಮ್ಮ ತಾಲ್ಲೂಕಿನಲ್ಲಿ ಖಾಸಿಗಿ ಅಸ್ತ್ರೀಯೆಂದಿದೆ. ನಾವು ಮದವ್ಯಾಸ್ ರಾಜ್ಯದಲ್ಲಿದ್ದಾಗಿ ನಿಂದಲೂ ಅದನ್ನು ನಡೆಸುತ್ತಿದ್ದೇವೆ, ಅದಕ್ಕೆ ಗ್ರಾಂಟ್ ಎಷ್ಟು ಕೊಳ್ಳಬಾರೆಯೋ ಗೇತ್ತಿಲ್ಲ. ಅದಕ್ಕೆ ಒಂದು ನರಿಯಾದ ಕಟ್ಟಡಿಲ್ಲ. ಎಲ್ಲ ಕಡೆಗೆ ಯಾವ ರೀತಿ ಹಳ ಒದಗಿಸಿತ್ತೇರೋ ಅದೇ ರೀತಿ ಈ ಅಸ್ತ್ರೀಗೂ ನಹ ಕೊಡಬೇಕೆಂದು ಹೇಳುತ್ತೇನೆ. ಪ್ರಜೆಗಳಿಗೆ ಇತ್ತಿಳಿಪು ಎಪ್ಪು ಪರಾಮುಖವೇ ಅರೋಗ್ಯವಾ ಕೂಡ ಅಪ್ಪೇ ಪಾರಮುಖವಾದು. ತೇಕದ 80-85 ರಷ್ಟು ರಿಕರಿಂಗ್ ಎಷ್ಟು ಹೆಂಡಿಕರ್ ಕೊಡಬೇಕು. ನಾವರಜೀವಿಕ ಅರೋಗ್ಯ ಇಲಾಖೆಯಲ್ಲಿ ತೇಕದ 50 ರಷ್ಟು ಹಳ ಒದಗಿಸಿದರೆ ಅದು ನಾಕಟ್ ಪ್ರವಾಣದಲ್ಲಿ ಅಗುವದಿಲ್ಲವೆಂದು ಅನ್ನಿಸುತ್ತದೆ. ಅದ್ದಿಂದ ನಹಾಯಿ ಧನವನ್ನು ಹಾಸಿ ಮಾಡುವುದು ಒಳೆಯ ದೆಂದು ಸಲಹ ಮಾಡುತ್ತೇನೆ. ಅಸ್ತ್ರೀಗಳಿಗೆ ನಾಕಟ್ ಪ್ರವಾಣದಲ್ಲಿ ಬೆಷ್ಟಿಗಳನ್ನು ಒದಗಿಸಬೇಕು ಮಾತ್ರ ದಾಕ್ತರಿಗೆ ಹೆಚ್ಚು ಸಂಬಿಳ ಕೊಡಬೇಕು. ಅನೇಕ ಸ್ಥಳಗಳಲ್ಲಿ ನರಿಯಾದ ಕಟ್ಟಡಗಳಲ್ಲ. ಇದನ್ನು ಪರಿಶೀಲನೆ ಮಾಡಿ ಕಟ್ಟಡಗಳ ನಿರ್ವಾಳಿಕಾಕ್ಕ ಹೆಚ್ಚು ಧನ ನಕಾರಾಯಿ ಬದಗಿಸಬೇಕು ಎಂದು ಹೇಳುತ್ತೇನೆ.

ಇನ್ನು 1,500 ಜನ ಸಂಖ್ಯೆಗೆ ಒಂದು ಅಸ್ತ್ರೀಯಾಗಬೇಕು ಎಂಬುದು ಸರಕಾರದ ಫೋರಿಣ್ನಿಯಿದೆ. ಹೆಚ್ಚಾಗಿ ಅರಣ್ಯವಿರತಕ್ಕ ನಮ್ಮ ಪ್ರದೇಶದಲ್ಲಿ ಅನೇಕ ಕಡೆಗೆ 15,000ಜನ ಸಂಖ್ಯೆಯಲ್ಲಿ ನಾಧ್ಯವಾಗುವ ದಿಲ್ಲಿ, 20-25 ಮೇಲುಗಳ ಅಂತರದ ಹರೆಗೆ ಈ ರೀತಿ ಜನಸಂಖ್ಯೆ ಕಂಡುಬರುವುದಿಲ್ಲ. ಅದ್ದಿಂದ ಈ ನಿರ್ತಿಯನ್ನು ಸ್ವಲ್ಪ ನಡಿಲಪಾಡಿ ಅಸ್ತ್ರೀಯನ್ನು ಮಂಜೂರು ಮಾಡುವ ವ್ಯವಸ್ಥೆ ಮಾಡಬೇಕು. ಮನೆನಾಡಿಸಲಿಯೂ ಕೊಡ ಕಾಡು ಪ್ರದೇಶದಲ್ಲಿ ಜನ ಸಂಖ್ಯೆ ಕಡವೆಯಾರುವಾದರಿಂದ ಈ ನಿಯಮವನ್ನು ನಡಿಲಪಾಡಿ ಅತ್ಯಗತ್ಯವಿರುವ ಸ್ಥಳಗಳಲ್ಲಿ ಅಸ್ತ್ರೀಯಾಗಿ ಕೊಡುವ ವ್ಯವಸ್ಥೆ ಮಾಡಬೇಕೆಂದು ಈ ಸರಿದರ್ಭದಲ್ಲಿ ಹೇಳುತ್ತೇನೆ.

ಇನ್ನು ಕುಟುಂಬ ಯೋಜನೆಯ ವಿಷಯ. ಕುಟುಂಬ ಯೋಜನೆಗೆ ಪಾರಾಮುಖವಾದ ನಾಳು ಕೊಳ್ಳಬೇಕಿದ್ದೀರಿ. ಅದರಿಂದ ನಹ ಎಪ್ಪು ಕಲಸವಾಗಬೇಕೆಂದು ಅಪ್ಪು ಕೆಲವನ್ವಾಗಿಲ್ಲ. ಕುಟುಂಬ ಯೋಜನೆಯೂ ಪ್ರಚಾರಕಾಗಿ ಲೆಕ್ಕು ಕೊಡಲು ದಾಕ್ತರನ್ನು ನೇರಿಸುವುದು ಒಳಗೆ ಅನ್ವಯ. ಕುಟುಂಬ ಯೋಜನೆಯೂ ವಿಷಯ ಉಪದೇಶ ಮಾಡಲು ಸರ್ವಾಜ್ಞ ಸೇವಕರು ನನ್ನರೂ ಜಡಿಸಿರುತ್ತಾರು. ಅಸ್ತ್ರೀಯಲ್ಲಿ ಕೆಲವನ್ವಾಡಕ್ಕೂ ದಾಕ್ತರು ಹೋಗಿಟ್ಟು ಅಸ್ತ್ರೀಯಲ್ಲಿ ದಾಕ್ತರರು ಇಲ್ಲವುದಿಲ್ಲ, ಕುಟುಂಬ ಯೋಜನೆಯೂ ಪ್ರಚಾರಾಗಿ ದಾಕ್ತರನ್ನು full time ನೇರು ಮಾಡುವುದು ನರಿಯಲ್ಲವೆಂದು ಮಾನ್ಯ ಮುಂತ್ರಿಗಳಿಗೆ ಹೇಳುತ್ತೇನೆ.

ಒಬ್ಬ ಸದನ್ಯರು.—ಹರಿಕಥೆ ಮಾಡಿಸಿ

ಶ್ರೀ ಪಿ. ವೆಂಕಟೇಗೌಡ.—ದಾಕ್ಷರರ ಅವಶ್ಯಕತೆ ಅನ್ವಯಿಲ್ಲ ಹೇಳಬ್ಬಿದೆ. ಅನ್ವಯಿಲ್ಲ ಕೆಲನ ಮಾಡುವುದು ಒಳ್ಳೆಯದು. ಅನ್ವಯಿಲ್ಲ ಯೆಂಬುಂಬಿ ಬಗ್ಗೆ ಉಪದೇಶ ಮಾಡುವುದು ಒಳ್ಳೆಯದಲ್ಲ. ಕುಟುಂಬ ಯೋಜನೆ ಯಲ್ಲಿ ಮತ್ತು ಸಂಪನ್ಮೂಳೆ ಇಂದಿನ ಇರಬೇಕು ಎಂದು ಅಗುವುದು ನಿತ್ಯಾತ್ಮಕ. ಮತ್ತು ಇಂದಿನ ಸಂಪನ್ಮೂಳೆ ಯಲ್ಲಿರಬೇಕು, ಅದಕ್ಕೂ ಹೇಳಿಗೆ ಅಗಬಾರದು ಎಂಬಿದು ಕುಟುಂಬ ಯೋಜನೆ. ಮತ್ತು ಅಗಲೇ ಬಾರದು ಎನ್ನುವುದಕ್ಕೆ ಈ ಯೋಜನೆಯಲ್ಲ. ಮತ್ತು ಇನ್ನು ಅಗಬೇಕು ಎನ್ನುವ ವಿಚಾರವನ್ನು ನರ್ಸರ್ ಬಾಪದೇಶ ಮಾಡುತ್ತಾರೆ. ಇದನ್ನು ಬಾಪದೇಶ ಮಾಡುವುದಕ್ಕೆ ದಾಕ್ಷರ್ ಬೇಕಾಗಿಲ್ಲ. ಅನ್ವಯಿತಗಳಲ್ಲಿ ರೋಗಿಗಳಿಗೆ ಒಳ್ಳೆ ಅಹಾರ ಬದಿಗಿನದೇ ಹೇಳಿದರೆ ಅರೋಗ್ಯ ಸುಧಾರಣೆಯಾಗುವುದಿಲ್ಲ. ಸರಿಯಾಗಿ ಹಾಲನ್ನು ಬದಿಗಿನವುದಿಲ್ಲ, ಮೈತ್ರಿಸಾರಿಗೆ ಬೆಂಗಳೂರಿ ನಿಂದ ಟಿನ್ನಿನಲ್ಲಿ ಹಾಲು ಕಳಸುತ್ತಾರೆಂದು ಕೇಳಿದ್ದೇನೆ. ಕಂಟಾಕ್ಟರರು ಒಳ್ಳೆ ಅಹಾರ ಬದಿಗಿನವುದಿಲ್ಲ. ಸರಿಯಾದ ಮೇಲ್ಪುಚಾರಣೆ ಇಲ್ಲದೇ ಇರುವುದು ಅದಕ್ಕೂ ಕಾರಣ. ಸರಿಯಾದ ಮೇಲ್ಪುಚಾರಣೆ ನಡೆಸಿ ಪ್ರಷ್ಟಿಕರವಾದ ಅಹಾರ ದೊರೆಯುವ ಹಾಗೆ ವ್ಯವಸ್ಥೆಯಾಗಬೇಕು. ಅಹಾರದ ವಿಚಾರದಲ್ಲಿರುವ ಅವ್ಯವಸ್ಥೆಯನ್ನು ನಿರ್ವಾರಣೆ ಮಾಡುವುದಕ್ಕೆ ಪರಿಶೀಲನೆಯಾದಿ, ಇದರಲ್ಲಿ ಅನ್ವಯಿತಹಿನಿ ತಕ್ಷ ಕ್ರಮ ತಗೆದುಕೊಳ್ಳುತ್ತೀರೆಂದು ನಂಬಿದ್ದೇನೆ.

6-30 P.M.

ಮೆಡಿಕಲ್ ಕಾರ್ಡೆಜುಗಳಿಗೆ ಅನೇಕ other backward class ವಿದ್ಯಾರ್ಥಿಗಳು ಸೇರುತ್ತಾರೆ. ಅವರಿಗೆ ಎಷ್ಟು ಪ್ರಮಾಣದಲ್ಲಿ ಸೀರುಗಳು ಸಿಕ್ಕಬೇಕೋ ಅಪ್ಪು ಸೇರುತ್ತಾರೆ. ಇದರಲ್ಲಿ ಅನೇಕ ಜನ ಬಿದಿಪರಿ ರುತ್ತಾರೆ. ಹಿಂದೆಇದ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಹೆಚ್ಚು ಜನ ಎಂದರೆ ನೂರಕ್ಕೆ ತೊಂಬಿತ್ತುದ್ದು ಜನ ಬಹಳ ಬಿದಿಪರಿತ್ವಾಗಿ ಇದರಲ್ಲಿ ಅನ್ವಯಿತಹಿನಿಗಳನ್ನು ನಿನ್ನ ಮಾತನ್ನು ಮುಗಿಸುತ್ತೇನೆ.

ಸಿಕ್ಕಬಂತೆ ವ್ಯವಸ್ಥೆ ಮಾಡಬೇಕು. ಇಲ್ಲದಿಂದ ರೇ ಅವರು ಅನ್ವಯಿಲ್ಲದೆ ವಿದ್ಯಾರ್ಥಿನೆಂದಿ ಸರಿಯಾದ ರೀತಿ ಯಲ್ಲಿ ತೇಗೆದೆ ಹೊಂದುವುದಕ್ಕೆ ಸಾಧ್ಯವಿಲ್ಲ. ಬಳಾರಿ ಯಾಲ್ಲಿರುವ ಮೆಡಿಕಲ್ ಕಾರ್ಡೆಜೆಗೆ ಬಿದಿಪರಿ ಮತ್ತು ಇನ್ನು ನೇರಿಸಿದ್ದಾರೆ. ಇವರಿಗೆ ಇಂದಿಯಾ ನಕಾರದ ಸಾಕುಲರ್ ಪಿಪ್ಪಾ ಬಿರುವ ಸ್ಥಿತಿಯಲ್ಲಿ. ಈ ವಿದ್ಯಾರ್ಥಿಗಳ ನಿಂದಿರುವ ಮೈತ್ರಿ ನಿರ್ವಾರಣೆ ಬಂಗಳೂರು ನಗರ ಗಳಲ್ಲಿ ಕೆಲನ ಮಾಡುತ್ತಿರುವುದರಿಂದ ಅವರಲ್ಲಿ ತಮ್ಮ ವ್ಯಾಸಂಗವನ್ನು ಮುಂದುವರಿಸಬಹುದಂದು 25-30 ಜನ ಬಿದಿಪರಿ ಬೆಂಗಳೂರು, ಮೈತ್ರಿಸಾರು ಕಾರ್ಡೆಜುಗಳಿಗೆ transfer ಮಾಡಬೇಕಂದು ಅಜ್ಞ ಹಾಕಿದ್ದಾರೆ. ಅದರ ಸಾಧ್ಯಾಸಾಧ್ಯತೆ ನನಗೆ ಗೊತ್ತಿಲ್ಲ. ಇವರ ಪರಿಸ್ಥಿತಿಯನ್ನು ನಕಾರದ ಯೋಜನೆ ಮಾಡಬೇಕು. ಬಿದಿಪರು ಸ್ವಂತಪಾಗಿ ಕಾರ್ಡೆಜು ವ್ಯಾಸಂಗ ಮಾಡುವುದಕ್ಕೆ ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ. ವಿದ್ಯಾರ್ಥಿನವನ್ನು ಮುಂದುವರಿಸಲಕ್ಕೆ ಎಲ್ಲ backward ಜನರಿಗೂ scholarships ಬಿರುವ ರೀತಿ ಮಾಡಬೇ ಇಂದ್ರಿ ಅವರು ವ್ಯಾಸಂಗವಾಡಿ ಬಿತ್ತೀರ್ಣರಾಗುವುದಕ್ಕೆ ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ. ನಕಾರದ ಇದರ ಕಡೆ ಗಮನಕೆಳಿದಬೇಕಂದು ಹೇಳಿ ಅದ್ವಿತೀಯ ವಂದನೆಗಳನ್ನು ಫಿಫಿಸಿ ನನ್ನ ಮಾತನ್ನು ಮುಗಿಸುತ್ತೇನೆ.

Mr. DEPUTY SPEAKER.—The House adjourns now and will meet to-morrow at one o'clock.

The House adjourned at Thirty-three Minutes past Six of the Clock to meet again at One of the Clock on Thursday, the 19th July 1962.